

DOCUMENT RESUME

ED 159 138

95

SP 012 913

AUTHOR Elliott, Peggy G.
TITLE Field Experiences in Preservice Teacher Education.
Bibliographies on Educational Topics No. 9.
INSTITUTION ERIC Clearinghouse on Teacher Education, Washington,
D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington,
D.C.
PUB DATE Aug 78
NOTE 96p.; Type size is small throughout
EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; *Field Experience
Programs; *Preservice Education; Program Development;
Student Experience; *Student Teachers

ABSTRACT

Concerned with the growing attention to providing more, earlier, and better field experiences for students in preservice education programs, this publication supplies both introductory notes and an annotated bibliography as a resource and point of departure for researchers and teachers. The introductory notes provide: (1) a definition of preservice teacher preparation field experience; (2) a background of the field experience component from the Middle Ages to the present; (3) reasons for present emphasis on field experience programs; and (4) notes on existing research and literature, criteria for bibliographic entries, and other available resources. The literature, including citations from 1968 to 1977, was selected from two files contained in the Educational Resources Information Center (ERIC) data base: Resources in Education (RIE) and Current Index to Journals in Education (CIJE). (DS)

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Field Experiences in Preservice Teacher Education

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Bibliographies on Educational Topics

SP012 913

FIELD EXPERIENCES IN
PRESERVICE TEACHER EDUCATION

Bibliographies on Educational Topics No. 9

Selected
and with an
Introduction by

PEGGY G. ELLIOTT
Indiana University Northwest

ERIC Clearinghouse on Teacher Education
Suite 616, One Dupont Circle
Washington, D.C. 20036

August 1978

SP 012 913

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The Clearinghouse is funded by the
National Institute of Education,
in cooperation with the following
associations:

American Association of Colleges for Teacher Education
American Alliance for Health, Physical Education, and Recreation
Association of Teacher Educators
National Education Association

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication the manuscript was submitted to the Association of Teacher Educators (ATE) for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of ATE, the Clearinghouse, or the National Institute of Education.

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FOREWORD

The Clearinghouse on Teacher Education began the series, *Bibliographies on Educational Topics*, in 1976 to provide relatively brief, selective searches of the ERIC literature on topics of current concern in its scope areas of teacher education and health education, physical education, and recreation education. This publication, the ninth in the series, takes a look at the growing attention to providing more, earlier, and better field experiences for students in preservice education programs.

For her expertise in selecting the entries to be included and for preparing the introductory notes, the Clearinghouse is indebted to Peggy G. Elliott of Indiana University Northwest. Dr. Elliott offers a generally accepted definition of the term "field experiences"; rapidly traces the integral role allotted to such preprofessional activities in teacher preparation, from the Middle Ages to the present; and reviews the state of education literature relevant to the subject. She also describes the criteria by which citations were selected or eliminated for this bibliography.

Citations were selected from the two files contained in the ERIC data base: *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. RIE abstracts documents generally unavailable commercially; citations provide, in addition to bibliographic data and the abstract, the document's accession (ED) number and its availability in either microfiche (MF) or "hard-copy" (HC) from the ERIC Document Reproduction Service (EDRS). An EDRS order form with current price schedule is included at the end of the bibliography. When a document is not available from EDRS, an alternate source of material is given. CIJE indexes articles from over 700 education journals, and annotations are supplied where article titles are not self-explanatory. Unlike RIE documents, CIJE articles are not reproduced by ERIC in any form; the reader is referred to the original journals, which are available in many libraries.

Actual computer printout pages are used in the reproduction of this publication. Entries are arranged chronologically, with most recent publications listed first, and with Educational Journal (EJ) articles preceding Educational Document (ED) abstracts.

As Dr. Elliott has pointed out, the ERIC computer search represents only a portion of the literature available to those interested in field experiences. Yet, though not comprehensive, this bibliography should serve as a helpful resource and a point of departure for further inquiry. The Clearinghouse welcomes and solicits assistance in strengthening the knowledge base about field experiences; a reader response page at the end of this document encourages the submission of items for evaluation and possible inclusion in the ERIC data base.

Karl Massanari
Clearinghouse Director

INTRODUCTION

Definition of Preservice Teacher Preparation Field Experience

Within the teacher education community at the present time there is much discussion related to the topic of field experiences for the preservice teacher. It is certainly not a new discussion, but it is one increasingly heard. The definition of the term "field experience" varies somewhat from institution to institution and discussion to discussion. The most commonly accepted meaning, however, is a teacher preparation experience that occurs away from the university classroom in a location that provides guided observation or interaction with either students or inservice personnel who are working with students. The exception to even this sweepingly general definition is, of course, the laboratory school program which is still used in some universities and is itself a part of the university setting.

Throughout the teacher education profession it is widely agreed that the term "guided" is an essential part of an acceptable definition of teacher preparation field experience. Field experiences are directed, purposeful activities, and any that are not guided are erroneously labeled. Simply sending the preservice teacher into a building where there are students would not be considered a bona fide teacher preparation field experience, regardless of how many students were housed in the building or how distant the site was from the university.

Field experience has also come to be a more inclusive term than it once was. At one point in time, some schools of education labeled only the guided off-campus interaction with students prior to student teaching as field experience. The student teaching experience was considered something distinct. This division is no longer made. Student teaching is simply viewed as the culminating field experience and different from others only in duration, level of involvement, and the performance expectations for the preservice teacher.

Background of the Field Experience Component

Neither the idea nor the implementation of field experiences for preservice teaching is new. A teacher preparation apprenticeship was used in the Middle Ages, and demonstration teaching was a part of the preparation program of even the earliest teacher training schools in the United States. The normal schools in both Europe and the United States used practice teaching as a part of preservice teacher education. Over time, practice teaching evolved into many variations of student teaching and internship programs for preservice teacher education.

In the mid-1940s, concerns were voiced in the teacher education community about the nature and role of practice teaching as a part of teacher preparation. A subcommittee of the Committee on Standards and Surveys of the American Association of Colleges for Teacher Education authorized a

study which came to be known as the Flowers Report.¹ This landmark investigation in teacher preparation field experiences determined that more should be required of what was then usually only a standard practice teaching assignment. The Flowers Report recommended that the number of field experiences and the length of the assignments be varied and be determined primarily by the needs of individual teacher education students.

In the fifties and sixties programmatic changes were made in many schools of education throughout the country to follow the direction given by the Flowers Report. While specific numbers of changes cannot be determined from the literature, a 1970 survey of 442 NCATE-approved schools with departments of secondary education found that 86 percent of those schools were using pre-student teaching professional field experiences as a part of their preservice teacher preparation program.²

Reasons for Present Emphasis on Field Experience Programs

A number of reasons are frequently advanced for the present increased attention to teacher preparation field experiences:

1. The field setting is an integral part of a great many of the competency-based teacher education programs which have been widely initiated in schools of education in recent years.
2. There is a growing demand from practitioners that they become more involved in the process of teacher preparation; it is their position that the translation of theory into practice is best accomplished in the setting in which they operate.
3. When some dissatisfaction exists with the performance of students in educational institutions, as at present, alternative forms of functioning in all areas related to the institution are usually sought out as a means of redress for the grievances, whether founded or unfounded.
4. In this time of lower enrollments, many schools of education are seizing this period of lessened teaching demands on faculty to experiment with and implement more time-consuming programs and interfacing activities with other agencies in the field of education.

¹ John G. Flowers, ed. School and Community Laboratory Experiences in Teacher Education. Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1948. When this study was authorized, the organization was known as the American Association of Teachers Colleges; the name change occurred on February 21, 1948. AACTE headquarters are now in Washington, D.C.

² Tom Turns. The Determination and Evaluation of Professional Laboratory Experiences Prior to Student Teaching. Unpublished doctor's thesis, University of Oklahoma, Norman, 1970.

5. Since the teacher's interaction with the student is believed to be an important aspect of the learning process, it is generally felt in the teacher education community that the more the prospective teachers can participate in guided interaction with students, the more successful they are likely to be when they themselves are in classrooms directing that process.

Existing Research and Literature About Field Experiences

A teacher education program is generally assumed by educators to influence the classroom behavior of those individuals who satisfactorily complete the program. The preservice professional work required in every state of the nation attests to the confidence which educationists have placed in their teacher education offerings. Yet an intensive search of the literature reveals but a handful of research investigations which have explicitly tested the relationship between the professional preparation of teachers and their subsequent classroom performance. The assumption that teacher education influences teacher behavior is essentially just that--an assumption.³

More than ten years have passed since James Popham wrote this stinging indictment of the unexplored nature of the essential bases for all teacher education programs. Much research and experimentation have since been done and are now underway in the field of teacher preparation. Nevertheless, the continuing concern among teacher educators is that such study has just begun the work that must be done if we are to know the most productive and efficient means for directing the professional instruction of aspiring teachers and for bringing gifted beginning instructors into the profession. As we begin to allot a larger amount of preparation time to field experiences, we must focus a proportionate amount of our investigations toward determining the value of that new emphasis. To assist such investigations was one of the reasons this document was prepared; for the research which exists is, indeed, limited.

Perhaps one reason so little research has been done about field experiences is that, as virtually the only component common to teacher education programs across the country, field experiences enjoy such a high degree of content validity they are almost above question. This is especially true of the student teaching dimension of the field experience program.

What does exist in the literature related to field experiences is a large body of material describing practices and a limited number of studies of the effectiveness of those practices or the theoretical bases on which they were developed. Since the field experience is an attempt to put theory into practice, investigators generally must determine the theoretical bases they wish to explore and find examples of how those theories have been put into operation. Unfortunately most of the descriptions of

³ W. J. Popham. "Experimental Attempt To Modify the Instructional Behavior of Student Teaching." Journal of Teacher Education 16 (4): 461-65; December 1965.

practice comprising the main body of the literature do not describe extensively the theoretical basis on which they were designed.

For the teacher educator charged with developing or expanding a program of teacher preparation field experiences, the literature offers a wealth of ideas for experiences, management, and evaluation, all of which can be judged and adapted in terms of the operating theoretical bases and needs of the individual students and institutions.

Criteria for Bibliographic Entries

This document was developed to assist in both research and practice in teacher education. Criteria were used to select entries that would be helpful in each area. All material was taken from the entries in the ERIC system and can be easily retrieved for study by using the accession numbers included with the individual citation. If a library of the ERIC resources is not available, the user can order directly from ERIC with the forms included at the end of the publication. Bibliographic entries are generally less than ten years old. Items written before 1970 were included only if they are of continuing significance. In general, the citations pertain to preservice teacher education; resources dealing with graduate programs were included only when they suggested a dimension that could be logically adapted to preservice field experiences.

In selecting items for this bibliography, several other criteria were used to eliminate citations that would be of little or no assistance to the user. When a number of items described a similar experience, duplicative materials were omitted unless they provided additional or unusual information. Also eliminated were entries in which the field experience was merely one aspect of a program. Finally, entries which described programs or investigations of only three to five students were also eliminated, since the N was thought to be too small to provide generalizable information.

Other Resources Available

While this bibliography is extensive, the user must be directed to two other sources of bibliographical information for other resources related to field experiences. There is minimal duplication among the sources because each is reporting a different dimension of the literature.

One resource for the professional educator seeking additional material is an annotated bibliography of journal articles and basic books related to field experiences. This 56-item bibliography can be found in the Summer 1978 issue of Action in Teacher Education, journal of the Association of Teacher Educators.

A second source of information is the annual issue of Dissertation Abstracts, which reports completed dissertation research. Dissertations related to early field experiences have been reported in recent years. Most of the dissertations on field experiences in earlier years, however, deal only with the student teaching dimension.

PEGGY G. ELLIOTT

BIBLIOGRAPHY

Field Experiences in
Preservice Teacher Education

EJ170668 SP506323

From Mini- to Maxi- for Student Teaching Field Experience

Bultman, James; Dirkse, Lamont

Journal of Teacher Education, 28, 5, 26-8 Sep-Oct 77

Reprint Available (See p. vii): UMI

This program is based on the theory that students in education need early exposure to the classroom and is designed so that the student progresses through the professional education sequence receiving progressively more complex assignments. (JD)

Descriptors: *Teacher Education/ *Preservice Education/
*Student Teaching/ *Program Design/ *Field Experience Programs/
/ Training Techniques/ Classroom Observation Techniques/
Educational Methods/ Microteaching/ Student Experience
Identifiers: Hope College Holland Michigan

EJ167297 CG512992

Built in Action for Teacher Education Programs

Dirkes, M. Ann; And Others

College Student Journal, 11, 2, 161-164 Sum 77

Reprint Available (See p. vii): UMI

Preservice field experience and campus activities are integrated to combine theory and practice in human interaction, informal classrooms, teaching-learning skills, the integrated day, and subject matter development. The student co-author describes the way that she experienced each component. (Author)

Descriptors: *Internship Programs/ *Practicums/ *Trainees/
*Field Experience Programs/ *Teacher Education/ Program
Descriptions/ Teaching Experience/ Cross Cultural Training/
Human Relations

EJ162830 RC502465

An Experiment in Field Based Teacher Education

Silvino, Philip J.; Willsey, Alan D.

Education, 97, 3, 220-25 Spr 77

Investigating the attitudinal effects of a college course on a class of senior education majors, this study involved an experimental group which attended the regular class supplemented by a field centered experience and a control group which only engaged in the regular class. (JC)

Descriptors: *Comparative Analysis/ *Field Experience
Programs/ *Higher Education/ *Student Attitudes/ *Teacher
Education/ Control Groups/ Experimental Groups/ Teaching
Experience

Identifiers: Minnesota Teacher Attitude Inventory

EJ162129 EA508527

Initiating Early Field Experiences in Teacher Education

Programs

Steinkellner, Lesley Linde

NASSP Bulletin, 61, 408, 103-107 Apr 77

Descriptors: *Teacher Education/ *Field Experience Programs/
*Program Development/ *Guidelines/ Student Teaching/
Preservice Education/ Higher Education

EJ159704 SP505588

University of Wyoming: Middle School Teacher Education

Arth, Alfred A.; Weiss, Thomas M.

Journal of Teacher Education, 28, 1, 32-6 Jan-Feb 77

Self-selection appears to be a highly accurate screening device for levels of teaching at the University of Wyoming which offers the opportunity for 384 hours of classroom exposure prior to student teaching. (MM)

Descriptors: *Program Development/ *Career Choice/ *Middle
Schools/ *Field Experience Programs/ *Teaching Experience/
Teacher Education/ Student Teacher Relationship/ Teacher
Education Curriculum

Identifiers: *University of Wyoming

EJ159699 SP505583

Rethinking the Clinical Concept in Teacher Education

Warner, Allen R.; And Others

Journal of Teacher Education, 28, 1, 15-18 Jan-Feb 77

According to this article, "clinical" is an appropriate adjective only when as activity requires certain types of behavior on the part of the participant and under certain conditions. (MM)

Descriptors: *Teacher Education/ *Clinical Professors/
*Clinical Experience/ *Teacher Educators/ *Field Experience
Programs

EJ159698 SP505582

Selection and Education of Prospective Teachers: The Role of the First Education Course

Van Patten, James J.

Journal of Teacher Education, 28, 1, 9-14 Jan-Feb 77

A survey conducted by the University of Arkansas at Fayetteville reveals that preprofessional experiences should be included in the first education course so that students might determine if career expectations match their career aspirations. (MM)

Descriptors: *Teacher Education/ *Teacher Education
Curriculum/ *Career Exploration/ *Education Courses/ *Field
Experience Programs/ *Education Majors/ Occupational
Aspiration/ Educational Research/ Teaching Experience

Identifiers: University of Arkansas Fayetteville

EJ157772 SP505518

Designing a Student Teaching Center in a Middle School Setting

Walter, L. James; Pettifor, Dale
Teacher Educator, 12, 3, 33-5 W 76-77

An innovative program for student teachers from Indiana University/South Bend involves a full semester of one-half day teaching schedules coupled with in-school seminars on the principles of secondary education. (MB)

Descriptors: *Teacher Education/ *Teacher Centers/ *Field Experience Programs/ *Educational Innovation/ *Student Teachers/ Teaching Experience/ Educational Theories/ Secondary Education/ Practicums/ Middle Schools

Identifiers: Indiana University South Bend

EJ153776 FL509674

A Field Experience Model for Undergraduate Foreign Language Majors

Irving, John
Modern Language Journal, 61, 1-2, 16-19 Jan-Feb 77

A program offering a FLES field experience course for undergraduate language majors is described. Preparation of the student teachers, lesson planning, materials and instructional techniques are discussed. Students' reactions and evaluations are presented, along with suggestions for implementing a similar program. (CHK)

Descriptors: *Language Teachers/ *Teacher Education/ *Student Teaching/ *Field Experience Programs/ *FLES/ FLES/ *Preservice Education/ Language Instruction/ Higher

EJ152526 SP505299

Field Experiences and Methods Courses: Frustration to Satisfaction

Redwine, Judith A.; Wojtowicz, John P.
Teacher Educator, 12, 1, 35-40 Sum 76

Indiana University/South Bend has developed a competency based program of field experience in mathematics instruction for its preservice teacher candidates involving two hours of class and three hours of field experience per week in secondary public schools. (MB)

Descriptors: *Field Experience Programs/ *Secondary School Mathematics/ *Preservice Education/ *Student Teaching/ *Educational Objectives/ Performance Based Teacher Education/ Teaching Experience/ College High School Cooperation

Identifiers: Indiana University South Bend

EJ152522 SP505295

From Campus-Based to School-Based Experiences in Industrial Teacher Education

Barella, Richard V.; Henak, Richard
Teacher Educator, 12, 1, 10-16 Sum 76

In an effort to relate campus courses to real-life teaching situations, teacher trainees in an industrial arts teacher education program at Ball State University construct a program, revise it after discussion, perform simulated teaching sessions, teach public school students, and perform a unit revision of their program. (MB)

Descriptors: *Teacher Education/ *Preservice Education/ *Industrial Arts Teachers/ *Field Experience Programs/ *Curriculum Development/ Practicums/ Student Teaching/ College High School Cooperation/ Educational Innovation

Identifiers: Ball State University

EJ152498 SP505271

Intensive Field Experience: The Lolo Prototype

Birdsong, Allen; Usher, Richard H.
Colorado Journal of Educational Research, 16, 1, 13-20 F 76

The Lolo experience involved 34 Teacher Year Alternative (TYA) students in a week-long field experience, during which they were paired with inservice teachers, observed their work, and then assumed full classroom duties while the teachers participated in a three-day workshop on humanistic approaches for classroom teaching. (MB)

Descriptors: *Teacher Education/ *Preservice Education/ *Teaching Experience/ *Field Experience Programs/ Teacher Workshops/ Educational Innovation/ Inservice Teacher Education / Humanistic Education

Identifiers: Montana (Lolo)/ Teacher Year Alternative Program/ TYA

EJ149089 SP505089

Guiding Pre-Student Teaching Field Experiences

Overbeck, Thelma; Quisenberry, James
Teacher Educator, 11, 4, 35-40 Spr 76

A rationale is presented for Early Field Experience (EFE) to support the traditional student teaching segment of preservice teacher education, arguing that EFE will provide the student with more practical experience, acquired at a more natural pace, on which to base career decisions. (MB)

Descriptors: *Field Experience Programs/ *Teacher Educators/ *Practicum Supervision/ *Student Teaching/ Preservice Education/ Career Planning/ Teacher Education/ College Supervisors/ Practicums

EJ145950 CE505477

The Design of Teacher Education Field Experience to Meet the Needs of a New Clientele

Newcomb, L. H.

Agricultural Education, 49, 4, 76-77 Oct 76

A well-planned early experience program of short duration can do much to compensate for a lack of previous experience with vocational agriculture. (Editor/HD)

Descriptors: *Vocational Agriculture Teachers/ *Early Experience/ *Field Experience Programs/ *Teacher Education Curriculum/ Limited Experience/ College Students/ Learning Experience/ Higher Education/ Observational Learning/ Preservice Education/ Vocational Agriculture

EJ141132 CS707295

A Field-Based Reading Methods Course

Gray, Mary Jane

Language Arts, 53, 4, 380-82 Apr 76

Some colleges are moving the reading methods course from the college classroom to an elementary school so that students may obtain first hand practical experience along with theory. (JH)

Descriptors: *Teacher Education/ *Methods Courses/ *Reading Instruction/ *Field Experience Programs/ *College Curriculum/ Practicums/ Internship Programs

EJ137940 CS707184

Field Experiences in Teaching Oral and Written Language

Verner, Zenobia

English Education, 7, 2, 86-98 Win 76

Descriptors: *Preservice Education/ *Field Experience Programs/ *Oral Communication/ *Language Instruction/ *Written Language/ Teacher Education/ English Programs/ Teacher Role/ Composition (Literary)/ Higher Education/ Teaching Techniques

EJ136979 SP504343

The School and Community Aide Program: A Report

Johnson, J. M.; Warner, Tom

Colorado Journal of Educational Research, 15, 1, 21-2 F 75

Describes a program at the University of Northern Colorado which provides undergraduate students in education with experiences in public school classrooms prior to teaching. (PCB)

Descriptors: *Preservice Education/ *Field Experience Programs/ *Teacher Aides/ *Career Choice/ Education Majors/ Higher Education

Teaching Practice Skills in Community Work

Bryant, Richard

Community Development Journal, 11, 1, 10-6 Jan 76

Fieldwork teaching in Great Britain is discussed in terms of benefits to the student teachers involved and improved interaction between the community and educational services. A variety of teaching methods and settings, fieldwork placement principles, and a discussion of fieldwork and classroom teaching are presented. (LH)

Descriptors: *Student Teaching/ *Teaching Methods/ *Community Development/ *Field Experience Programs/ *Teaching Experience/ Foreign Countries/ Teacher Education

Identifiers: Competency Identification/ Great Britain

EJ125560 CG509220

Improving College Instruction Through Field-Based Education Programs

Gamble, Mae

College Student Journal, 9, 2, 105-108 Apr 75

Hunter College (of the City University of New York) TTT program developed a field-based Teacher Education Program. The Harlem and the New York Public Schools constitute the learning environment where education professors, undergraduates, and cooperating teachers explore teaching approaches, needs and ideas. (Author/EJT)

Descriptors: *Teacher Educator Education/ *Cooperating Teachers/ *Teacher Education/ *Program Design/ *Field Experience Programs/ Case Studies/ Inservice Teacher Education / Affiliated Schools/ Laboratory Schools/ Higher Education

Identifiers: *Training The Teachers Of Teachers

EJ124980 SP503847

A Taxonomy for Planning Field Experiences

Smith, C. Leland; Sagan, Edgar L.

Peabody Journal of Education, 52, 2, 89-96 Jan 75

Descriptors: *Field Experience Programs/ *Clinical Experience/ *Practicums/ *Teacher Programs/ *Teaching Techniques/ Role Perception/ Effective Teaching/ Relevance (Education)/ Teacher Education

Identifiers: *Experiential Education

16 EJ132211 CE504470

EJ120599 CG508781

Warning: Field Experience May Be Dangerous

Calvin, Richmond; And Others

Journal of the Student Personnel Association for Teacher Education, 13, 4, 159-168 Jun 75

Discusses some dangers that can result from poorly conceived and/or implemented field experience programs and offers suggestions for remediation. (Author)

Descriptors: *Teacher Education/ *Field Experience Programs/ *Teaching Experience/ Practicums/ Student Experience/ Program Descriptions/ Higher Education/ State Of The Art Reviews

EJ115080 SP503447

Early Field Experiences As Teachers

Clipson, William F.

Journal of Physical Education and Recreation, 46, 3, 35-6 Mar 75

Descriptors: *Physical Education/ *Health Education/ *Recreation/ *Field Experience Programs/ Preservice Education/ Elementary Education

Identifiers: *Early Field Experience/ University of Alabama

EJ104967 SP502951

Teacher Preparation Experiences among the Least-Served

Mahan, James M.

Viewpoints, 50, 5, 89-114 Sept 74

Descriptors: *Teaching Experience/ *Student Attitudes/ *Field Experience Programs/ *Ethnic Groups/ *Low Income Groups / Surveys/ Student Teaching/ School Community Cooperation

Identifiers: *CUTE

EJ101784 SP502791

Metamorphosis of a Concept: Developing a Field Based Degree in Teacher Education

Menigis, Harry

New Campus, 27, 17-20 Spr 74

This article is a presentation and discussion of a model, field-based graduate program in elementary education. (HMD)

Descriptors: *Inservice Teacher Education/ *Field Experience Programs/ *College School Cooperation/ Teacher Education/ Educational Change/ Models/ Elementary Education/ Degrees (Titles)

*English Education/ Internship Programs/ Clinical Experience/ Teacher Education/ Learning Laboratories/ Curriculum Design/ Curriculum Problems

EJ100274 SP502699

A Field Experience Sequence

Albertson, Larry M.

Journal of Health Physical Education and Recreation, 45, 6, 49-50 Jun 74

Described here is the implementation of a field experience sequence into a course entitled "Preschool and Primary School Physical Education." (Author/JA)

Descriptors: *Field Experience Programs/ *Physical Education / Elementary Schools/ Teaching Methods/ Education Courses/ Teacher Education/ Laboratory Schools

Identifiers: University of Southern Mississippi

EJ098280 PS503262

Early Field Experiences--a Maturing Force

Harp, William M.

Elementary School Journal, 74, 6, 369-374 Mar 74

The study reported here investigated the relationship between early field experiences and the concerns of students preparing to become teachers. (CS)

Descriptors: *Student Teachers/ *Field Experience Programs/ *Teaching Experience/ *Methods Courses/ *Teacher Education/ Teaching Methods

EJ096822 SE510969

Preservices Laboratory Experiences for Mathematics Methods Courses

D'Augustine, Charles H.

Arithmetic Teacher, 21, 4, 324-328 Apr 74

Descriptors: *Elementary School Mathematics/ *Field Experience Programs/ *Methods Courses/ *Preservice Education/ *Teaching Techniques/ Effective teaching/ Mathematics Education/ Microteaching/ Peer Teaching/ Problem Solving

EJ100891 CS706247

Undergraduate Field Experience

Judy, Stephen; Rottink, Karen L.

English Education, 5, 4, 259-68 Apr/May 74

Descriptors: *Field Experience Programs/ *Methods Courses/

EJ095438 SP502417

An Alternative Field Work Model for Prospective Teachers
Reitman, Sanford W.

Interchange, 4, 2-3, 61-77 73

General socialization theory is applied to the preparation of teachers in an effort to assess present structural defects in teacher education arrangements and to develop a scientifically supportable model of field work during a period of massive social change. The proposed model postulates practices for consideration and testing. (Author/JA)

Descriptors: *Student Teachers/ *Teacher Education/ *Field Experience Programs/ Laboratory Training/ Social Sciences/ Models/ Role Theory

Identifiers: Socialization Theory

EJ087201 AA516964

Making Experiences Real
Brower, Walter A.

NJEA Review, 47, 3, 21-3 Nov 73

Colleges and universities are encouraged to be innovative and creative and to be willing to experiment in an effort to find newer and better ways to provide expanded opportunities for field experiences for new teachers. (Author)

Descriptors: *Teacher Education Curriculum/ *Field Experience Programs/ Field Trips/ Internship Programs/ State Colleges/ Student Experience/ Teaching Experience

EJ075260 SP501728

Providing Meaningful Field Experience
Lancaster, Joyce W.

Teacher Educator, 8, 2, 8-12 W 72-73

A description of the Field Experience Program at Emerson College is discussed. (MM)

Descriptors: *Field Experience Programs/ Practicums/ *Program Descriptions/ Student Teaching/ *Teacher Education/ Teaching Experience

Identifiers: *Emerson College

EJ072842 EA503484

Mediation in an Alternative Teacher Training Program

Parker, John L.; Withycombe, Richard J.

Phi Delta Kappan, 54, 7, 483-485 Mar 73

A description of the field-based Portland Urban Teacher Education Project is presented. The effectiveness of the program in training minority group teachers is assessed. (Author/DN)

Descriptors: Education Courses/ *Field Experience Programs/ *Inservice Teacher Education/ *Minority Group Teachers/ Negro Teachers/ Preservice Education/ *Teacher Education/ Teacher Education Curriculum

20

Identifiers: *John Adams High School/ Oregon

EJ055028 AA511984

A Field Experience Program in Teacher Education

Robinson, Joseph

Kappa Delta Pi Record, 8, 3, 87-8 Feb 72

Describes a New Jersey community college program which provides education students with direct experiences well in advance of the student teaching sequence. (AM)

Descriptors: Community Colleges/ *Course Objectives/ Educational Objectives/ *Field Experience Programs/ *Student Teachers/ *Teacher Education

Identifiers: Brookdale Community College (New Jersey)

EJ052895 SE505403

Teacher Training in Elementary Science Education

Frankel, Edward

Science Education, 56, 1, 57-63 Jan/Mar 72

Describes an intensive field experience program in one elementary school and compares student teacher and co-operating teacher ratings of student teacher performance. (AL)

Descriptors: Cooperating Teachers/ Elementary School Teachers/ Evaluation/ *Field Experience Programs/ Program Descriptions/ *Teacher Education

Identifiers: Herbert H Lehman College

EJ047857 RE503351

Teaching in the Inner-City: By Choice

Reading Newsreport, 5, 5, 36-40 Mar 71

Describes a special preservice program at Macalaster College in St. Paul, Minnesota. (MB)

Descriptors: College Programs/ *College Students/ Cultural Awareness/ *Elementary Schools/ *Field Experience Programs/ *Inner City/ Preservice Education/ *Teacher Aides/ Tutoring/ Vocational Interests

21

EJ047522 SE504364

A Field Program for Prospective Secondary School Earth Science Teachers

Hussey, Keith M.

Journal of Geological Education, 19, 5, 209-211 Nov 71

Describes an undergraduate field program, developed over a period of five years at Iowa State University, which provides a combination of field experience and an opportunity for the prospective teacher to work with secondary school students in the field for a one-week period. (PR)

Descriptors: *College Science/ *Earth Science/ *Field Experience Programs/ Field Instruction/ *Geology/ Instruction/ Preservice Education/ Program Descriptions/ Secondary School Teachers/ *Teacher Education

EJ038430 SP500849

Early and Continuous Direct Experiences with Children

Allen, W. R.

Contemporary Education, 42, 5, 226-28 Apr 71

Describes several teacher education programs which provide different types of early field experience. (RT)

Descriptors: Elementary School Teachers/ *Field Experience Programs/ *Preservice Education/ *Teacher Education

EJ016985 AA505416

What Does Today's Teacher Need To Know and To Do?

Clegg, Ambrose A., Jr.; Ochoa, Anna S.

Educ Leadership, 27, 6, 568-72 70 Mar

Brief discussion of the field-centered University of Washington Model for Teacher Education and of some of the problems likely to be encountered in its implementation. (JS)

Descriptors: College School Cooperation/ *Educational Innovation/ Educational Problems/ *Field Experience Programs/ Internship Programs/ *Models/ *Performance Criteria/ *Teacher Education

ED144934 SP011759

MF & HC

Clinical Experience in Teacher Education: Part Panacea -- Part Illusion.

Holt, Dennis M.

77 14p.

Two plans for implementing the clinical based dimension of a competency-based teacher education program are described, weighing some of the advantages and disadvantages, constraints and limitations of each plan. The first design involves a ten week instructional period in which students are required to spend two hours per week in a field site classroom for each professional education course in which they are enrolled. The other hours of the week are spent in formal instruction on

campus. In the second design, the students meet on campus with a course instructor and then carry out assignments on an individual basis under the coordination and supervision of their course instructor at a field site. The author outlines in detail the methods of implementing each program and discusses the strengths and weakness of each. In an overall conclusion the author states that both designs described seem to offer a measure of promise. The interaction of teacher trainees and instructors with public school personnel appears to make the clinical based component of teacher education successful and rewarding. (JD)

Descriptors: Classroom Observation Techniques/ *Clinical Experience/ *Cooperating Teachers/ Educational Programs/ Elementary Secondary Education/ *Field Experience Programs/ *Performance Based Teacher Education/ *Preservice Education/ Teacher Education/ Teacher Educators/ Teaching Experience/ Teaching Techniques/ Video Tape Recordings

ED141305 SP011156

MF & HC

Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-74.

Elmore, Randy F.; Cromartie, Sue W.

Jun 75 123p.

During the school year 1973-1974 the Division of Elementary Education at the University of Georgia had undergraduate programs involving field work in 13 schools. The schools were divided into three categories: centers for competency based teacher education, field experience centers, and teacher corps centers. These programs required the assignment of teams of professors and students to local elementary schools for work with classroom teachers and pupils. A survey was conducted on the classroom teachers' perceptions of and reactions to the field based programs. This report presents an analysis of the survey results. Response to the survey indicated the following reactions: (1) teachers perceived the field-centered programs to be beneficial and well operated; (2) teachers felt the programs benefited pupils in that greater individualization of learning was possible and that teachers themselves were frequently stimulated by the presence of college personnel; (3) students enjoyed their field-based contacts and experiences; (4) on the whole, classroom teachers felt that student teachers frequently taught well and related well to pupils. Four appendixes included in this report contain sample questionnaires given to teachers for evaluation and tables giving responses to individually observed student teacher behaviors. (JD)

Descriptors: Early Childhood Education/ Educational Programs / Elementary Education/ *Field Experience Programs/ Middle Schools/ Performance Based Teacher Education/ *Preservice Education/ *Program Evaluation/ Surveys/ *Teacher Attitudes/ Teacher Behavior/ Teacher Education/ *Teaching Experience/ Teaching Programs

Identifiers: University of Georgia

ED139745 95 SP011027

MF & HC

Final Report for Year IV of the Lewiston Career Opportunities Program: 1973-74.

Drummond, Robert J.

Career Opportunities Program, Lewiston, Maine.

74 49p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

This is a summative report on a four-year, field-based teacher education course. The goal of this program was to bring into the schools persons from low-income areas who normally would not consider teaching as a career and, through them, to better the education of children from economically disadvantaged families. The trainees first received training as teacher aides, then as teacher assistants, and finally as

teacher associates. If they completed the four years of the program, they would receive regular initial certification in elementary education. They could complete any one step and be potentially employable and certified to work in the schools at that position. The mean age of the trainees was approximately 26 years. The program provided a community, field-based model of teacher education in which the trainees had four years of experience in the inner-city classrooms. This was a consortium approach and involved the Department of Educational and Cultural Services of the State of Maine, the Lewiston Public Schools, the University of Maine at Farmington, and the Educational Development Center. In this final report recommendations are presented concerning the philosophy and goals, governance, curriculum and instruction, participants, and research and evaluation of future field-based programs. (JD)

Descriptors: *Adult Students/ *Career Ladders/ Elementary Education/ *Field Experience Programs/ *Low Income Groups/ Public Schools/ School Community Programs/ Summative Evaluation/ Teacher Aides/ *Teacher Education/ Teacher Workshops/ Training Techniques/ *Urban Teaching

ED139744 89 SP011026

MF & HC

Cooperative Teacher Education Program, 1972-1975. Title III Project. Summative Report.

Drummond, Robert J.; Littlefield, Maurice

75 59p.; For related document, see ED 083 156

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 29-73-0303-0

This program was designed to change education by changing the learning process in the training of future teachers. The goals of the project were: (1) to bring about change in the method of preparing teachers by the involvement of teacher trainees completely in the learning process through their participation during the academic year in public school classrooms so that the trainees may blend educational theory with practice; (2) to bring about an exchange of ideas and knowledge between the public school practitioner and the university instructor; (3) to individualize the learning situation for pupils in the public school classrooms through the presence of the trainees; (4) to utilize the resources of the university by the public schools by having the university directly involved in a cooperative project; (5) to break the cycle of passive learning by enabling the trainees to teach as they have learned. This report includes an analysis of the attitudes of both the student teacher interns and the pupils toward the program. The evaluation of the program by cooperating staff members, interns, and college personnel is included. The results and effectiveness of the program are included with recommendations for future projects of a similar nature. (JD)

Descriptors: *Cooperative Programs/ *Field Experience Programs/ *Internship Programs/ Program Evaluation/ Student Attitudes/ *Summative Evaluation/ Teacher Attitudes/ *Teacher Education/ *Teacher Interns/ Teaching Experience/ Teaching Methods/ Trainees

ED137298 SP010950

MF & HC

A Field-Based Educational Psychology Experience.

Beiner, Betty T.; Young, Philip B.

Feb 77 12p.; Paper presented at Association of Teacher Educators Conference (Atlanta, Georgia, February 2-5, 1977)

A new educational psychology course that combines mastery oriented content learning with direct participation in an elementary school classroom is described. The integration of theoretical-empirical information from psychology with the applied view of education in the classroom is the most important outcome of the new course. A variety of learning activities in the course are described. A preliminary evaluation shows the course to be perceived by students as difficult but interesting and worthwhile. The course involves team teaching. An important aspect of this program is that it has been designed to fit into an existing format with

relatively little difficulty. (Authors)

Descriptors: Cooperating Teachers/ *Educational Psychology/ *Educational Theories/ Elementary Education/ Experimental Curriculum/ *Field Experience Programs/ Learning Experience/ Practicums/ Psychoeducational Processes/ *Teacher Education/ Teaching Experience/ *Team Teaching

ED137246 SP010883

MF & HC

An Experiential Model for Graduate Teacher Education in Reading.

Mangieri, John N.; Readence, John E.

12p.

The authors present a brief description of an experiential, sequenced graduate program in reading instruction which answers traditional criticisms of field-based graduate study. Such criticisms include the belief that graduate teacher education is not in the domain of field-based instruction, that adequate supervision is difficult to provide, that goals are vague and poorly defined, and that activity sequences are poorly planned. The Ohio University Teacher Corps Project in Reading, constructed to avoid these shortcomings, consists of six experiential phases, which may be viewed as comparable to the quarters of a school year, or as sequential components not bound by time constraints but by the student's competencies. Phase One consists of observation, tutoring, and team teaching, designed to acquaint the graduate student with the experiences and processes necessary for effective instruction. In Phases Two and Three, the student functions as an instructional team member, first at the elementary level and then at the secondary level. As the student proceeds through these phases, he becomes less of an observer and more of a contributing member of the team. Phases Four and Five are devoted to developing diagnostic-prescriptive skills, again as a team member in elementary and secondary level situations. Phase Six provides the student with the opportunity to demonstrate the integration of all his previous skill attainment by assuming the role of instructional leader in reading. The variety of experiences provided in this program give the student the necessary expertise in reading necessary to effectively deal with students at all grade and achievement levels. (MB)

Descriptors: Diagnostic Teaching/ Elementary Secondary Education/ *Field Experience Programs/ *Graduate Study/ Observation/ *Program Descriptions/ *Reading Instruction/ Reading Programs/ *Sequential Programs/ *Teacher Education/ Teaching Models/ Team Teaching/ Tutoring

Identifiers: Ohio University/ Teacher Corps

27

ED135795 SP010854

MF & HC

An Integrated Pre-Service/In-Service School-Based Teacher Education Model.

Heck, Shirley F.

Feb 77 35p.; Paper presented at the annual meeting, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

The preservice, inservice, field-based teacher education program of Ohio State University is designed as an integration of theory and practice involving preservice students with local children during all four years of their career preparation, under the close observation of university instructors. The inservice portion of the program was developed in part to counteract the uncritical identification of student teachers with their cooperating teachers' methodologies and in part to expose inservice teachers to new methods and theories. Techniques used for these purposes included freshman practical experience in supervision coupled with inservice teacher participation in field-based methods courses, summer institutes, workshops, tours, debates, etc. Evaluation of inservice teachers' performances in these programs are used to identify good teachers and enlist their services for cooperating teacher positions. The core of the program is a series of preservice professional growth experiences, divided into three phases: (1) a freshman year concentration, "Focusing on Self and Choice of Career," concerned with developing, through field experiences, an adequate picture of self and role, testing the role concept against reality, and modifying the concept to satisfy the student and benefit society; (2) a sophomore year program, "Exploring the School within the Context of Community," concerned with identifying the school microcosm and school-community relationships, educational psychology, and a possible future synthesis seminar; (3) methods course blocks in various curricular groupings (Introductory courses; Language Arts; Math, Social Sciences and Science; Fine Arts; Integrated Interdisciplinary Block; Student Teaching Experience) designed to allow students an opportunity to work at one school for a considerable portion of each school day over a significant period of time. (MB)

Descriptors: Career Awareness/ *Career Exploration/ Cooperating Teachers/ *Field Experience Programs/ Inservice Teacher Education/ Methods Courses/ *Preservice Education/ *Program Descriptions/ Role Perception/ School Community Relationship/ Self Concept/ Student Teaching/ *Teacher Education/ Teaching Methods/ Time Blocks

Identifiers: Ohio State University Mansfield Branch

Involvement of pre-student teachers in a field-based teaching experience organized by the University of Texas at Arlington produced personal and professional growth in the affective domain in over half of the participants. Those education majors who elected to join the program were required to assume the role of teacher aides in a public school classroom each week. Duties included serving on lunchroom duty, organizing and supervising physical education activities, remedial tutoring, laboratory work, and some classroom lesson planning and presentation. A post-assessment revealed attitudinal changes involving interest in the profession, acceptance of pupil differences and learning styles, and sensitivity to the needs and feelings of each pupil. (MB)

Descriptors: Changing Attitudes/ *Education Majors/ *Field Experience Programs/ Personal Growth/ *Preservice Education/ Professional Training/ *Teacher Aides/ *Teacher Education

ED135746 SP010799

MF & HC

An Experimental Program in Field-Based Prestudent Teaching Experiences.

Beach, Don M.; Reinhartz, Judy

6p

28

29

ED133297 95 SP009824

MF & HC

Towards Functional Preservice Teacher Education Centers:
Human Interactions in Program Development.

Bown, Oliver H.; Rutherford, William L.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Feb 76 68p.

Sponsoring Agency: National Inst. of Education (DHEW),
Washington, D.C.

16 This paper focuses on the preservice teacher education center, particularly on those which encourage the optimal use of college and school personnel and resources in the field-based aspects of teacher education training programs. The paper is organized around five main topics. First, a brief historical view of the teacher center is presented. The second section scans the teacher center literature. The third section discusses emergent themes from the literature important in developing effective teacher education centers including discussion of such topics as: governance; the integration of college and school-based learning experiences; role changes; and teacher training and education renewal. The fourth section presents common problems in developing field-based teacher education. These problems specifically are related to the conventional roles played by the various participants in teacher education and the role conflicts that are experienced when more than structural or cosmetic program changes are attempted. The fifth section offers suggestions for consideration in the development and operation of a functional teacher education center. The suggestions give particular attention to the human factors involved in a teacher education center and the interplay between these and the many organizational features, distribution of responsibility, and procedures that are part of a teacher center. As a brief summary, advantages inherent in successful implementation of a teacher education center are listed. A bibliography is appended developed by the authors from their own readings and from a computer search of the ERIC data base. (MM)

Descriptors: College School Cooperation/ *Field Experience Programs/ Organizational Change/ *Preservice Education/ *Program Development/ *Role Conflict/ Role Perception/ *Teacher Centers/ *Teacher Education/ Teacher Educators/ Teaching Experience

Identifiers: Personalized Teacher Education Program

ED128350 SP010426

MF & HC

A Model Approach to Teacher Education.

Monaco, Theresa M.; Chiappetta, Eugene L.

14p.

30 A "model approach" to teacher education specifies the development of a model of an idealized learning environment. One way to create a model as a real entity as opposed to a written document is to operationalize model classrooms that exemplify the type of instruction desired. The model described

here goes hand in hand with the university-based and field-coordinated approach: model classrooms are developed on the university campus and in selected schools. This provides teacher education students with learning environments similar in instructional design. The model classrooms at the on-campus and off-campus sites have certain features in common. They are characterized by a physical organization, a personalized management system, and an instructional scheme, which all emphasize individualized instruction. (JMF)

Descriptors: Classroom Design/ *Demonstration Programs/ *Field Experience Programs/ *Individualized Instruction/ Instructional Design/ Models/ *Simulated Environment/ *Teacher Education/ Teacher Educator Education

ED128309 95 SP010381

MF & HC

The Move to Field Based Teacher Education: A Practical Guide for Field Hands. Teacher Education Forum; Volume 4, Number 14.

Rockwood, Stacy F.

Indiana Univ., Bloomington. School of Education.

Jun 76 7p.; For related documents, see SP 010 368-388

Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Grant No.: OEG-0-72-0492-725

17 This paper outlines the procedures used at the University of Cincinnati for establishing a field based elementary teacher education program in the form of a field guide. The first step involves a meeting with university faculty to discuss the implications of such a program. Step two involves meeting with the elementary school principal and selling the proposed program. Step three requires approaching the elementary school faculty, describing the program to them, emphasizing both pros and cons. The final step requires that the principal have latitude to make his decision. He should make the final contact either accepting or rejecting the proposal. Additionally the paper stresses a number of points crucial to the successful selling and functioning of a field based education program: (1) in the discussion with university faculty it is essential that they realize that they have no authority over public school teachers and their students, or the school building, and that they internalize the concept of working with elementary school faculty; (2) in talking with the principal, present a full assessment of the advantages college students in the program provide for the school; (3) in talking with the elementary school faculty, it is important to be brief, emphasize the cooperative nature of the venture, and present the list of services from which they will benefit; and finally (4) ensure that the supervising faculty and the college students involved become immersed in the elementary school environment through such activities as reading the school bulletin and joining the PTA. (DMT)

Descriptors: Cooperating Teachers/ Education Majors/ *Elementary Schools/ *Field Experience Programs/ *Practicum Supervision/ *Preservice Education/ Program Coordination/ *Program Development/ *Program Guides/ Program Proposals/ Teacher Education

ED128304 95 SP010376

MF & HC

Role of the University in Field Based Preservice Teacher Education. Teacher Education Forum; Volume 4, Number 9.

Andersen, Hans

Indiana Univ., Bloomington. School of Education.

May 76 10p.; For related documents, see SP 010 368-388;

Paper presented at the annual meeting of the Association for Education of Teachers of Science (Philadelphia, Pennsylvania, March 1976)

Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Grant No.: OEG-0-72-0492-725

Field based preservice teacher education (FBPTE) is a total university effort, not simply a program of roles to be played by professional educators. It is an optimal mix of early and continuous developmental experiences, sequenced to meet the attitudinal and skill development needs of preservice teachers that occur in realistic educational settings with children. These experiences for preservice teachers are cooperatively planned and evaluated by teachers, administrators, parents, professional educators, and scholars from the various disciplines. In establishing and maintaining an FBPTE program, the university faculties assume eight responsibilities: (1) to identify a rationale for establishing an FBPTE program; (2) to design a program sequence; (3) to identify and select a variety of learning experiences; (4) to design field experiences; (5) to identify sites and participating field agents; (6) to try-evaluate (continuous evaluation throughout the program development stages); (7) to provide participant payoff; and (8) to protect the faculty (to be aware of the time/energy factor because FBTE programs are more time and energy consuming than traditional programs). (MM)

Descriptors: College Faculty/ Cooperating Teachers/ *Cooperative Planning/ *Field Experience Programs/ *Institutional Role/ *Preservice Education/ Professional Personnel/ Student Experience/ *Teacher Education/ Teacher Educators/ *Teachers Colleges/ Teaching Experience

Identifiers: Field Based Preservice Teacher Education

ED126010 SP010188

MF & HC

Changes in Selected Characteristics of Pre-Service Teachers Following Variable, Semi-Variable, and Non-Variable Field Experiences.

Melograno, Vincent J.

76 11p.

In this study 65 preservice physical education teachers were randomly assigned to a variable, semi-variable, and non-variable field experience group. All subjects completed observational, instructional, and student teaching field experiences. The variable group completed experiences in urban and suburban schools at different educational levels. Semi-variable group members completed experiences in one setting at different levels or at one level in different settings. No variety was experienced by the non-variable group. Subjects were pre- and posttested on selected personality and attitudinal factors. Significant increases were found in the degree of authoritarianism for the semi- and non-variable groups and in preference for psychomotor objectives for the semi-variable group. No changes were revealed in teaching style preference. Comparisons at the conclusion of the field experiences indicated no significant difference between groups in degree of authoritarianism, educational objectives preference, and teaching style preference. Degree of field experience variability had no effect on changes in the selected personality and attitudinal factors among preservice physical education teachers. (Author)

Descriptors: Changing Attitudes/ *Field Experience Programs/ *Physical Education/ *Preservice Education/ *Teachers/ Undergraduate Students

ED120189 SP009967

MF

An Experiment In Field-Based Elementary Teacher Education.

Swann, Margaret H.

Shepherd Coll., Shepherdstown, W. Va.

75 9p.; Best copy available

The Experimental Program in Elementary Education (EXEL) at Shepherd College in West Virginia began in 1973 with authorization by the West Virginia State Department of Education. The program was developed with the hope of producing more confident and competent teachers. EXEL provides continuous field experience from the second semester of the sophomore year through a final six weeks of student teaching. Questionnaires administered to students, cooperating teachers, and principals associated with EXEL demonstrated that students completing the EXEL program were more confident and better prepared than students completing a traditional program. Data also indicated that the program proved to be a realistic screening process and a means of establishing and encouraging communication between public school teachers and college methods instructors. (DMT)

Descriptors: Elementary Education/ Experimental Curriculum/ *Field Experience Programs/ *Preservice Education/ Teacher Education/ *Teacher Education Curriculum/ *Teaching Experience / Teaching Skills

ED118551 SP009839

MF

Suburban Teacher Education Program (STEP).

Texas Southern Univ., Houston. School of Education.

Dec 75 13p.; For related document, see SP 009 784; Not available in hard copy due to quality of original

The Suburban Teacher Education Program (STEP) was established at Texas Southern University in spring 1975. STEP is a 16 week experience which seeks to effectively prepare black preservice teachers for suburban "cross-over" schools. It consists of two eight week segments, the first of which is devoted to the involvement of participants in interdisciplinary seminars in mental health, sociology of suburbia, and education, and employs inquiry teaching techniques and methods. The remaining eight weeks consists of actual in-class student teaching where the theories studies, field trips made, and the newer insights and understanding gained from the reality-oriented and field-based activity of the first eight weeks are implemented. Students may receive a maximum of 12 semester hours credit for these experiences. Results of the first year's activity indicate that the program has made a significant impact on the student teachers, on the university, and the school community in which it is located. The program brings together a diverse supportive population and assists those students who seek to teach in suburbia in bridging the gulf that exists between the two cultures involved. (Author/CD)

Descriptors: *Field Experience Programs/ Higher Education/ Negro Teachers/ *Preservice Education/ *Student Teaching/ Suburban Environment/ *Suburban Schools/ *Teacher Education

Identifiers: *Distinguished Achievement Awards Entry

ED118550 SP009838

MF & HC

An Urban Multi-Linguistic Competency Based Preservice Field Based Teacher Preparation Program.

Lahnston, Anton; And Others

Boston Univ., Mass. School of Education.

15 Dec 75 9p.

19 With the conceptual model designed around the urban public and private school setting and its specific teaching strategies, this field-based teacher preparation program covers appropriate methodology in reading/language arts, social studies, and science. Students are afforded the opportunity of integrating content, theory, and practice into a totally field-based multilingualistic culturally diverse teaching/learning setting. Each semester program, comprised of approximately 40 junior interns, 30 cooperating teachers, 700 elementary pupils, and 4 university staff, is totally field-based in five urban schools. Content methods and instruction take place in one of the public school classrooms for a portion of each day; for the remainder of the day the interns work in their assigned classrooms. Program competencies are designed to emphasize the specification, learning, and demonstration of those behaviors which are essential to effective teaching. Program research emphasizing the effects of the training site on selected teacher training variables has been consistently evaluated within a multi-dimensional scheme. The research results have provided evidence in support of the field-based teacher preparation program, evidencing that field-based preservice teachers have more positive feelings toward their teaching experience than university-based preservice teachers. In the cognitive domain, as evidenced by pupil growth, field-based interns have demonstrated an ability to positively affect pupil learning. (Author)

Descriptors: *Cultural Differences/ Cultural Pluralism/ *Field Experience Programs/ Internship Programs/ *Multilingualism/ *Preservice Education

ED117115 SP009822

MF & HC

The Prairie View A and M University Experimental Elementary Education Program.

Prairie View A and M Univ., Tex. School of Education.

Nov 75 9p.

36 Attempting to develop an instructional program for preservice teacher trainees emphasizing students, learning, and performance skills, Prairie View A & M University established an inter-agency task force representing the School of Education, local school districts, and the Texas Education Agency. Based on the findings and suggestions of the task force, the Experimental Education Program was designed and developed by the School of Education for prototype testing with 20 preservice interns during the academic years of 1974-75 and 1975-76. The program is an inter-agency

cooperative model stressing field-based instructional programs designed by clinical professors and utilized by preservice teacher trainees as they serve internships in local schools. The programs, based on competency attainment in accordance with performance criteria, have had a significant impact on the teacher education program at Prairie View A & M University. (Included in this report is information on program objectives, personnel, budgeting, contributions to teacher education, and program evaluation.) (Author/RC)

Descriptors: *Elementary School Teachers/ *Field Experience Programs/ Higher Education/ *Internship Programs/ *Performance Based Teacher Education/ Teacher Education/ Trainees

Identifiers: *Distinguished Achievement Awards Entry

ED117101 95 SP009802

MF & HC

Rural Teacher Training Program.

Brigham Young Univ., Provo, Utah.

75 7p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Brigham Young University is engaged in a program to recruit and train teachers to function successfully in rural school settings. An education consortium composed of educators representative of county school districts, the university, the regional service center, and the Utah State Educational Agency was formed to initiate and operate a teacher training program for rural schools. A field based competencies centered approach to training was adopted with training manuals developed to aid the trainees participating in the program. Two rural training centers are in operation. Student teachers may complete the majority of their professional coursework on-site as they spend 8-16 weeks in the selected rural area. Each training location has a program center where trainees may achieve rural performance based objectives, attend seminars, and gather for social occasions. Cooperating teachers are trained by the university. A center director is responsible for housing trainees, scheduling of seminars, and supervision and evaluation of training objectives completed by students. University supervisors visit trainees on a scheduled basis. The majority of students who have completed the program are now teaching in rural settings. (Information concerning program objectives, personnel, budget, contribution to teacher education, and evaluation methods and results is included.) (Author/RC)

Descriptors: *Field Experience Programs/ Higher Education/ *Performance Based Teacher Education/ *Rural Education/ *Rural Schools/ *Teacher Education

Identifiers: *Distinguished Achievement Awards Entry

ED117098 SP009799

MF & HC

The City Teaching Center Program of the Office of Teacher Education State University of New York at Buffalo.

King, Richard A.; Mycio, Geni S.
State Univ. of New York, Buffalo.
Dec 75 10p.

The Office of Teacher Education at the State University of New York at Buffalo and the Buffalo Public Schools have cooperatively developed the City Teaching Center, a preservice teacher education program which integrates theoretical learnings with field-based experiences in urban settings. Personnel of the center include both university staff (two directors and three graduate assistants) and public school staff (building administrators and cooperating teachers). Students accepted into the City Teaching Center observe and participate in classrooms in each cooperating middle and high school. In addition to the five designated center schools, students observe in many schools in various geographic and sociological settings to provide examples of contrasting philosophies of education and approaches to learning. A three component program has evolved composed of carefully designed offerings. In the first component, students examine sociological bases of education, observe teachers in various educational settings, and acquire ethnographic skills. Students in the second component of the center program obtain a macroview of teaching through involvement in a course which provides methods and techniques of teaching and requires extensive classroom participation in an urban setting. Through the use of the technique of microteaching during the final component of the center program, each student determines his/her own strengths and weaknesses and establishes both long and short range goals for individual professional development. (Author/BD)

Descriptors: *College School Cooperation/ *Field Experience Programs/ Higher Education/ *Performance Based Teacher Education/ *Preservice Education/ Self Evaluation/ Student Teaching/ Teacher Education/ Urban Education

Identifiers: *Distinguished Achievement Awards Entry/ New York (Buffalo)

ED117096 SP009797

MF & HC

The West Dallas Teacher Education Program.
North Texas State Univ., Denton.
Nov 75 9p.

The West Dallas Teacher Education Program is a competency-based program to better prepare teachers for service in inner-city schools. The program utilizes a field-based, professional semester format to directly relate didactic instruction and clinical practice. The project is staffed by three North Texas State University faculty members. Approximately 40 teacher education candidates volunteer each semester for this alternative to the traditional teacher

preparation program. The project is housed in three secondary schools in Dallas' inner city. During the first eight weeks of the semester, participant students teach half a day and attend instructional seminars at the headquarters school the other half a day. The final eight weeks of the semester are spent entirely in student teaching, thus giving these preservice teachers 50 percent more student teaching than received by their counterparts in the traditional program on campus. University professors are on site throughout the semester to provide structure to the clinical experiences. (Author/BD)

Descriptors: *Field Experience Programs/ Higher Education/ Inner City/ Performance Based Teacher Education/ *Preservice Education/ *Student Teaching/ *Urban Education

Identifiers: *Distinguished Achievement Awards Entry

ED117095 SP009796

MF & HC

The Union University "Early Bird", Internship Program in Teacher Education.

Union Univ., Jackson, Tenn.
75 8p.

The Early Bird Internship Program in Teacher Education at Union University was developed to give the sophomore student a general field orientation to the whole school program prior to the senior student teaching program. In partial fulfillment of the requirements for a beginning course for all prospective teachers taken near the end of the sophomore year, the student spends a 20-hour internship in a local elementary or secondary school. During the internship, the student becomes exposed to a broad range of experiences which acquaint him/her with the many complex operations of elementary and secondary schools. The student works in the principal's and counselor's offices, assists the classroom teachers with their tasks, works with student government and parent-teacher groups, and becomes involved in other school activities. During the internship, the student keeps an hourly log on all his/her activities and experiences. At the end of the 20-hour period, the principal of the school to which the student is assigned and the Union University instructor make a joint evaluation of the student's internship and his log. (Information concerning program objectives, personnel, budget, contribution to teacher education, and evaluation methods and results is included in this report.) (Author/CR)

Descriptors: Career Choice/ College Students/ *Education Majors/ *Field Experience Programs/ Higher Education/ Internship Programs/ *Preservice Education/ *Teacher Education / *Undergraduate Students

Identifiers: *Distinguished Achievement Awards Entry

ED117094 SP009795

MF & HC

A Systematized Field Experience Program: Pre-Service in Secondary Education.

Wehrer, Robert A.
Gannon Coll., Erie, Pa.
15 Dec 75 7p.

This program prepares secondary level teachers by providing a systematized program of field experiences which serves the purpose of both screening and of sensitizing students to the realities of a career in secondary education. Students in this program are required to test their interest in teaching by working with secondary students in local schools and other community agencies before beginning their student teaching. This program requires that each student preparing for a career in secondary education demonstrate a minimum level of competency by actually working outside the college in community learning sites. Working with teenagers at these sites enables the student to indicate that he/she has not only the ability to get along with teenagers, but also the capacity to adapt subject matter to the particular level of the learner. The systematized program allows students to follow several paths through several kinds of experiences. At each step, the student is encouraged either to go on to the next phase, to repeat the current field experience, or to consider another career. At no point is he/she locked into a career in education. (Author/BD)

Descriptors: *Field Experience Programs/ Higher Education/
*Performance Based Teacher Education/ Preservice Education/
Secondary School Teachers/ *Student Teaching/ Teacher
Education/ Teaching Skills

Identifiers: *Distinguished Achievement Awards Entry

ED117092 SP009793

MF & HC

Project POINT: An Innovative Program in Elementary Teacher Education.

San Diego State Univ., Calif. School of Education.
15 Dec 75 8p.

Preparation, Orientation, and Induction of New Teachers (POINT) is a program of elementary teacher education at San Diego State University. It was planned cooperatively by 55 educators who concluded that a quality teacher education program should be built around significant teaching skills, rather than around mere completion of courses. Project POINT is field based; education courses are taught in public schools and are directly related to student teaching. Administrators and teachers work closely with university professors to coordinate objectives and experiences. Candidates engage in four semesters of intensive field experience and student teaching, with participation in three different schools, at three different grade levels, and in three different programs. Five university professors work as a team to teach the education classes and supervise the participants in student

teaching. Instructional skills are taught in such areas as assessment and diagnosis, planning, physical and psychological learning environments, communication and interaction, management, facilitation, and teaching strategies for various topics and classroom plans. Graduates' success rate in obtaining teaching positions has been almost double the success rate for other elementary education graduates at San Diego State University. (Information concerning program objectives, personnel, budget, contributions to teacher education, evaluation methods, and results is included in this report.) (Author/RC)

Descriptors: *College School Cooperation/ Elementary School Teachers/ *Field Experience Programs/ Higher Education/
*Preservice Education/ Student Teaching/ *Teacher Education/
*Teaching Skills

Identifiers: *Distinguished Achievement Awards Entry

ED117080 SP009777

MF & HC

Elementary Pre-Student Teaching Center: A Case Study.
Wisconsin Univ., Stevens Point. School of Education.
10 Dec 75 11p.

The center provides an opportunity for elementary education majors to take some of their professional education courses in public school settings. After a three-week orientation period, students spend three consecutive days each week throughout the semester within the public school. Major objectives of the center are (1) to integrate theory with the act of teaching; (2) to achieve a cooperative approach to teacher education among the students, teachers, and the university; and (3) to obtain more meaningful evidence of professional growth and performance of education students. About 30 education students are enrolled in the center each semester. Other personnel include principals and staff of three public elementary schools and five university professors from the School of Education. Coordination is stressed, with courses including reading, language arts, science, social studies methods, tests and measurements, and educational psychology. Students also enroll in a "special work" course which enables them to explore aspects of classroom work unique to their particular unit or grade level assignments. Evaluation efforts include direct observation and supervision and the use of videotape cameras and recorders for feedback assessment. (Author/LBH)

Descriptors: *Elementary School Teachers/ *Field Experience Programs/ Internship Programs/ *Practicums/ *Preservice Education/ Public Schools/ Student Teaching/ Teacher Certification/ *Teacher Education/ Teacher Evaluation/ Teaching Quality/ Teaching Skills

Identifiers: *Distinguished Achievement Awards Entry

ED117077 SP009774

MF & HC

Progressive Field Experience Program of Edgecliff College,
Cincinnati, Ohio.

Finley, John R.

Edgecliff Coll., Cincinnati, Ohio.

75 10p.

22 This five-phase program is designed to maximize success of preservice teachers. Phase 1 consists of a two semester component which combines the study of education with directed observations in schools. Phase 2 is a one semester component in which the student tutors a child on a one-to-one basis in a participating public school. In Phase 3, the student serves as a teacher aide for one semester in an elementary school classroom. Phase 4 is a one semester component that combines professional methods courses in an integrated manner with practice of specific teaching skills in an elementary school classroom. Phase 5 is completed in the same elementary school classroom as Phase 4 under the guidance of a cooperating teacher and a college supervisor. It is a one semester, full-time commitment, in which the student takes over the teaching assignment of the teacher. The program serves three functions. It (1) enables a student to make an early intelligent decision regarding teaching as a profession; (2) enables the college faculty to select and retain only those students showing aptitude and commitment; and (3) enables the student to acquire the knowledge, techniques, and experiences in a carefully guided, sequential manner. (Author/LBH)

Descriptors: Career Choice/ Elementary School Teachers/
*Field Experience Programs/ *Instructional Programs/
*Preservice Education/ Public Schools/ *Student Teachers/
Teacher Aides/ *Teacher Education/ Teacher Education
Curriculum/ Teaching Quality/ Tutoring

Identifiers: *Distinguished Achievement Awards Entry

ED117057 SP009753

MF & HC

HIP--An Alternative Program for the Preparation of
Elementary Teachers.

Missouri Univ., Columbia, Coll. of Education.

Dec 75 8p.

42 The University of Missouri College of Education and the Columbia Public Schools implemented an alternative program for the preparation of elementary teachers. The program, Humanizing, Individualizing and Personalizing Education (HIP), is offered over a three-year period, and correlates a field experience with university classroom activities. Each of the freshman and sophomore students is a member of a learning community in a participating Individually Guided Education (IGE) elementary school, and the IGE Learning Community at the University. When students are not on their field assignments they participate in didactic activities which are designed in two to three week increments, scheduled at least one week in advance. The University Learning Community is made up of the

students and an interdisciplinary team of 20 educators. The professional training embraces the laboratory, clinical, and small group seminar approach to professional preparation. The didactic content is to varying degrees competency-based and is to a large extent organized around behavioral objectives, instructional alternatives, and alternative assessment procedures. Students select an advisor from the Learning Community to coordinate the planning of the professional education learning program for each student according to his/her needs, interests, and activities. (Information concerning objectives, personnel, budget, and contributions is included.) (Author/RC)

Descriptors: Elementary School Teachers/ *Field Experience Programs/ *Higher Education/ *Performance Based Teacher Education/ Preservice Education/ Program Descriptions/ *Teacher Education

Identifiers: *Distinguished Achievement Awards Entry/ HIP/
Humanizing Individualizing Personalizing

ED115602 SP009671

MF & HC

The Multicultural Approach to Designing an Effective Program of Professional Laboratory Experiences.

Gayles, Anne Richardson

7 Nov 75 19p.; Paper presented at the Southeastern Regional Association of Teacher Educators Meeting (Orlando, Florida, November 7, 1975)

23 This paper proposes the restructuring of preservice professional laboratory programs in order to make these preservice experiences meaningful for prospective teachers of students whose racial, social, religious, and cultural backgrounds differ from the mainstream. Professional laboratory experiences are defined as learning activities in which the prospective teacher is able to observe teachers and pupils at work, perceive teaching acts or events with understanding, and become directly involved in carrying out the process of teaching. It is stated that a multicultural professional laboratory program provides an ideal opportunity for directing prospective teachers toward the development of self-analysis and self-improvement as teachers and as students, thereby promoting discovery of their strengths as teachers and revealing how to capitalize on them in the process of learning how to function and adjust in a culturally diverse society. The competencies necessary for effectively teaching students of different cultures are listed, as are the basic assumptions underlying a multicultural approach to professional laboratory experiences, the characteristics of a multicultural professional laboratory program, factors to be taken into consideration when designing such a program, and concepts and strategies for program implementation. (RC)

Descriptors: *Cross Cultural Training/ Cultural Differences/ *Cultural Pluralism/ *Field Experience Programs/ *Intercultural Programs/ Laboratory Training/ *Preservice Education/ Teacher Education/ Teaching Experience

ED113200 SE019768

MF & HC

A Follow-Up Study for Evaluation of the Preservice Secondary Science Teacher Education Program at The Ohio State University.

Swami, Piyush

75 380p.; Ph.D. Dissertation, The Ohio State University. Best copy available; occasional marginal legibility in appendices

44 The purpose of this study was to follow up teacher graduates of a preservice field-based program after one to five years of teaching. Field-based activities in the program involved actual teaching for a period ranging from one to five quarters, organized at different levels--elementary, junior high, and senior high schools, and in different settings--urban and suburban. The sample was composed of 86 graduates employed as full-time science teachers in Ohio during 1974-75. Preservice data included each subject's score

on Science Classroom Activity Checklist: Teacher's Perception (SCACL: TP), grade point average (preprofessional, professional, and cumulative). Inservice scores were collected by administering instruments to the teachers, their students, and administrators. Data analysis showed no significant difference in changes of teachers' views regarding the appropriate type of classroom activities. No significant differences were found in the type of activities implemented by teachers with one to five years of teaching experience. Administrators' views regarding science teaching and support given to science teachers was a strong independent predictor variable. It appeared that the views of the graduates toward inquiry-oriented teaching and the use of such activities in the classroom remained stable five years after graduation. (Author)

Descriptors: Doctoral Theses/ Educational Research/ *Field Experience Programs/ *Followup Studies/ Higher Education/ *Program Evaluation/ Science Education/ *Science Teachers/ *Teacher Education

Identifiers: Research Reports

ED111691 SE019720

MF & HC

The Effects of Practicum Experience on the Opinions of Secondary Mathematics Teachers.

Kulm, Gerald

3 Apr 75 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

Over a period of five semesters, the attitudes of preservice secondary mathematics teachers participating in seven varieties of educational experiences were measured using the Mathematics Teaching Inventory (MTI). Items on the MTI were scored for modern versus traditional attitudes. Seven subscales were generated by classifying items on the basis of whether they involved perception of mathematics teaching or teaching in general and whether there was a teacher or non-teacher focus. Data collected for the seven groups on these seven scales were submitted to an analysis of variance. Results indicated that, in general, students with only observation experiences held more modern and open attitudes than students with teaching experience. This result was most significant for the subscale concerning mathematics teaching behavior. On the basis of this study and related research it is recommended that early school-based experiences should be offered to preservice teachers, but that these experiences should be carefully selected to avoid negative effects on attitudes. (SD)

Descriptors: Analysis of Variance/ *Attitudes/ Cost Effectiveness/ *Field Experience Programs/ Higher Education/ *Mathematics Education/ Methods Courses/ Preservice Education/ *Research/ Student Teachers/ Teacher Attitudes/ *Teacher Education/ Teacher Evaluation

Identifiers: Mathematics Teaching Inventory/ Research Reports

ED109070 SP009317

MF & HC

Field-Based Teacher Education: Past, Present, and Future.

Bruce, William C.; And Others

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Jun 75 81p.; A monograph based on the "Field-Based Teacher Education for the '80's" Conference (St. Simons Island, Georgia, April 23-25, 1974)

This monograph consists of five papers originating from a 1974 conference entitled, "Field-Based Teacher Education for the '80's." The first paper, "Public School-College Cooperation in the Field-Based Education of Teachers (FBTE)--A Historical Perspective," by James L. Slay, focuses on how the historical development of public school cooperation has contributed to the emergence of a variety of FBTE practices. The second paper, "Field-Based Teacher Education: What It Can Be," by Gene Bottoms, explores a view of field-based graduate teacher education substantially different from present

practice. The third paper, "Decentralizing Graduate Education: A Case for the Field-Based Professor," by William C. Bruce, Ronald L. Hubright, and V. Eugene Yarbrough, looks at the Alma staff development program, used to revolutionize a rural educational system in Georgia. The fourth paper, "Community Involvement and Control in Higher Education," by V. Eugene Yarbrough, predicts the coming transformation in higher education with increasing use of previously untapped sources in the community. The fifth paper, "Graduate Curriculum Outcomes in the 1980's: A Design for Producing Practitioners," by William C. Bruce, shows how coordination of resources outside the university can reform graduate education. An appendix consisting of an FBTE contract is included. (JS)

Descriptors: College School Cooperation/ Curriculum Development/ Educational Change/ *Field Experience Programs/ *Graduate Study/ Interinstitutional Cooperation/ Performance Based Teacher Education/ *Rural Schools/ *Teacher Education/ Teaching Experience

ED104169 FL006831

MF & HC

Pre-Student Teaching Experiences in Second Language Teacher Education Programs. CAL-ERIC/CLL Series on Languages and Linguistics, No. 14.

Jorstad, Helen L.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Apr 75 22p.

Report No.: CAL-ERIC/CLL-14

This paper discusses the need for and importance of field-based experiences in the training of prospective second language teachers prior to student teaching. Several types of field-based experiences are described: (1) experiences actually based on schools, including observation and participation; (2) teaching experiences based on the college or university campus with high school pupils or college students; (3) introduction to classroom experience through the use of videotape recordings, and (4) practice-teaching programs in other countries. Sixteen characteristics of an effective program for training second-language teachers are described, and the need for more research in the area of second language field-based experiences is emphasized. (PMP)

Descriptors: *Field Experience Programs/ Higher Education/ *Language Instruction/ *Language Teachers/ Secondary Education / Second Language Learning/ Student Teaching/ *Teacher Education/ Teacher Education Curriculum

ED102097 95 SP008847

MF & HC

Field-Based Teacher Education and K-12 Personnel Responsibilities in Teacher Education: A Review.

Sinclair, Ward

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Feb 75 84p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This monograph traces the development of field-based teacher education in the U.S., from the first state-supported normal school (1839) to the present questions of control and the dual system of standards of the National Association of State Directors of Teacher Education and Certification and the National Council for Accreditation of Teacher Education. Some of the topics reported on are associations and unions, competency-based teacher education, local needs, teacher centers, reciprocity systems, and economic problems. The extensive appendixes provide the reader with reference material for better understanding the text. They are "Standard VI--Professional Laboratory Experiences"; "Constitution of the CITE Project"; and "Interstate Agreement on Qualification of Educational Personnel Contract." (LP)

Descriptors: Accreditation (Institutions)/ *College School Cooperation/ *Cooperating Teachers/ *Field Experience Programs / Inservice Teacher Education/ Performance Based Teacher Education/ Preservice Education/ State Standards/ Student Teaching/ Teacher Associations/ Teacher Centers/ Teacher Certification/ *Teacher Education

ED100907 SP008834

MF & HC

The Salem Teacher Education Model: STEM; A Modular Follow-Through Approach within a Field-Laboratory Model.

Spears, John; McAllister, Gary

Salem Coll., W. Va. Dept. of Education.

74 60p.; Paper presented at the National Council for Social Studies (Chicago, Illinois, 1974)

The Salem Teacher Education Model (STEM) is a cooperative endeavor by Salem College, West Virginia, in partnership with the Harrison County Teacher Education Center and four West Virginia Public School Systems to design the best possible educational opportunities for pre-student teachers, student teachers, and teachers in West Virginia. STEM was designed to contribute toward a solution of the recruitment-retention problem, to utilize and maximize the talents of the students, and to build a more comprehensive teacher education program. The curriculum design is a totally modular, professional, laboratory- and field-oriented model encompassing a complete preservice screening device, cocurricular minimodular experiences, and an accountability instrument for evaluation purposes. The objectives of the program can be placed in four goal categories: (a) providing diagnostic, laboratory, field, and clinical experiences for the pre-student teacher with

emphasis on the practical aspects of teaching; (b) providing preservice experiences for the student teacher with emphasis on experimental and innovative programs; (c) encouraging personal enrichment through a series of intermittent miniclinical experiences; (d) following through in a program that consists of a component to help new teachers face and solve beginning teacher problems; and (e) providing a school services program for cooperating school systems emphasizing skill development for public school teachers. (Author/HMD)

Descriptors: *Field Experience Programs/ *Laboratory Training/ *Models/ Performance Based Teacher Education/ *Preservice Education/ Teacher Centers/ *Teacher Education Identifiers: *Salem Teacher Education Model/ STEM

ED098245 SP008608

MF & HC

The Cooperative Residency Program in Learning Disabilities. Wisconsin State Univ., Whitewater. School of Education.

74 16p.

Sponsoring Agency: Wisconsin State Dept. of Public Instruction, Madison.

The University of Wisconsin-Whitewater's Learning Disability Residency Program is an interagency field-oriented teacher training program designed to meet the immediate and growing need for Learning Disabilities teachers in the state of Wisconsin. The specific objectives of the program include the following: (a) to provide a clinical year of selected and controlled field experiences for the Learning Disabilities resident under the guidance of a qualified Learning Disabilities teacher in a local school and under a university supervisor whose specialty is Learning Disabilities Teacher Education; (b) to develop a model for a full-year residency for teacher education; (c) to provide observations, conferences, team planning, and seminars for the resident; (d) to provide meaningful inservice opportunities for the resident, cooperating teacher, and local education agency supervisors of Learning Disabilities programs; (d) to provide maximum opportunity to operationalize classroom learning from the Learning Disabilities course work. The Wisconsin State Department of Public Instruction, the local schools, and the Wisconsin Improvement Program are cooperating with the university in financial support of the program. Evaluation of the residency program is incomplete at present but indications are encouraging. (Author/JA)

Descriptors: *College School Cooperation/ *Field Experience Programs/ Inservice Teacher Education/ Laboratory Schools/ Laboratory Training/ *Learning Disabilities/ Models/ Residence Requirements/ *Residential Programs/ *Teacher Education

Identifiers: *Distinguished Achievement Awards Entry

ED098219 SP008580

MF & HC

Western State College's Teacher Education Center,
WES.C.T.E.C.

California State Coll., Pa. School of Education.
Nov 74 7p.

Five western Pennsylvania state colleges developed a consortium agreement, WES.C.T.E.C. (Western State College's Teacher Education Center), to operate a teaching center at the district's Centennial Elementary School. The purpose of the teaching center was to involve elementary education students in a year-long field experience in which methodology courses (teaching of reading, language arts, social studies, science, and mathematics) were combined with field experiences and student teaching. Methodology courses were organized by subject-matter specialists from each of the five colleges, and continuing efforts were made to correlate concepts presented in the seminars to corresponding competency needs of the classroom. The student field-experience activities were organized on a progressive scale. They began with observations, then teacher-aid activities; proceeded to tutorial activities and small-group teaching sessions; and finally evolved into full teaching functions. Each student was assigned to six different classrooms during the school year. The first assignment was concerned with nonstudent teaching experiences, and the second through the sixth assignments were progressively concerned with student teaching responsibilities. The college students assembled for biweekly practicums which focused on methodology and content. Feedback was obtained from the student at seminars and practicums and from student surveys and interviews. (Author/JA)

Descriptors: College School Cooperation/ Consortia/ *Field Experience Programs/ *Methods Courses/ Practicums/ Program Content/ Student Teaching/ *Teacher Centers

Identifiers: *Distinguished Achievement Awards Entry

ED098205 SP008565

MF & HC

Beneath the Tip of the Iceberg: A Report on the Professional Teacher Preparation Program of the College of Education at the University of Houston.

Shores, Jay H.

Houston Univ., Tex. Coll. of Education.

27 Nov 74 89p.; For related documents, see SP 008 566-568

The Competency Based Teacher Preparation Program at the University of Houston and its complementary management system have evolved from a set of logically derived assumptions about the nature of teaching. The program characteristics call for a program that is founded in the reality of the teaching act, treats all of the persons involved therein as semi-autonomous individuals with their own rights and concerns, provides as far as possible for individual differences of students, and is accountable in both a fiscal and an academic sense. These global characteristics have been translated by the faculty

into topical characteristics and actual program objectives and experiences (included in appendixes). The program presents reality to the student through two years of continuous field experience. The student is taught a variety of teacher roles which he may model as he begins to teach and from which he will evolve his own model of teaching behavior. The program is pluralistic in that it provides experiences in several distinct cultures. The student is also provided with a variety of personal information utilized in making initial career decisions. (Extensive appendixes describe the program, its components and objectives.) (JA)

Descriptors: Career Planning/ Cultural Pluralism/ Educational Accountability/ *Field Experience Programs/ Individual Needs/ *Management Systems/ *Performance Based Teacher Education/ Performance Criteria/ Teacher Role

ED098171 SP008528

MF & HC

The Effect of a Public School Field Experience upon Student Achievement, Educational Philosophy, and Attitudes in an Introductory Educational Psychology Course.

Clark, Alice T.

7 Jan 74 33p.

The stated purpose of this study was to measure the effects of a public school field experience upon the achievement, educational philosophy, and attitudes of teacher trainees enrolled in an introductory educational psychology course. The study centers on a new approach used in organizing and teaching introductory educational psychology which required the student's participation in a directed field experience that was to be coordinated with the campus class. For purposes of comparative research the students enrolling in the course were randomly assigned to (a) a lecture-recitation section or to (b) a lecture-recitation-field experience-team taught section. This paper describes the measuring instruments used in the study and the course itself. Results of the data from each group by itself and in comparison with each other indicated that adding a field experience in the public schools to a university class did not appreciably affect achievement but did, at times, affect student attitudes and philosophical values. Tables are included at the end of the paper. (JA)

Descriptors: *Academic Achievement/ Educational Philosophy/ Educational Psychology/ *Field Experience Programs/ *Preservice Education/ *Student Attitudes/ Student Teachers

ED094320 CS001189

MF & HC

Toward Defining Performance Objectives of a Field-Based Reading Education Program.

James, Shirley M.

May 74 10p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

Current performance objectives of a field-based reading education program and factors which influence their selection and revision are presented in this paper. The role of teacher educators in the determination of performance objectives for field-based course work is discussed. It is suggested that the teacher-educator must draw on experiences and recommendations of inservice programs, personal experiences and observations, and needs of children in the school where field-based work is being done, as well as on lists of performance objectives and teaching competencies which are available through the literature. The responsibility of the university professor in a field-based reading program is presented. It is suggested that the professor provide the preparatory teacher with a series of carefully selected experiences that make a real difference in later teaching performance. Also discussed is the importance of an open forum atmosphere in which the performance objectives and the experiences of the college student are freely discussed and evaluated. (WR)

Descriptors: *Curriculum Development/ *Field Experience Programs/ Higher Education/ *Performance Based Teacher Education/ Reading/ Reading Instruction/ Teaching Experience

ED093860 SP008229

MF & HC

The Development of Field Based Teacher Education Programs at Cleveland State University.

Pasch, Marvin; Pozdol, Marvin

Sep 73 5p.; A Position Paper submitted to the College of Education, Cleveland State University

This paper defines field-based teacher education and offers some generalizations concerning field-based teacher education programs. Field-based teacher education is defined as an on-site teacher education center in a school or group of schools that may be used for observing, practicing methodology, and learning and practicing methods on-site the entire year. The following generalizations are made concerning field-based teacher education programs. One, teacher education centers should be governed under a principle of "shared sovereignty." Two, joint planning and goal setting by the college of education and participating schools must precede all field-based activities. Three, there must be an on-going means of reporting and evaluating. Four, undergraduates in the college of education should have an extensive field-based experience. Five, students should experience a variety of ethnic and socioeconomic environments. Six, there is a need to review present faculty expectations regarding teaching load

and responsibilities. Seven, in-service education must be an inherent component of any field-based program. Eight, the college of education must organize more effectively to meet in-service needs in areas such as instruction, curriculum, and program evaluation and research. The author concludes by asking if the effort of such programs are worthwhile and practical. An 8-item bibliography is included. (PD)

Descriptors: *College School Cooperation/ *Field Experience Programs/ *Inservice Teacher Education/ *Student Teaching/ *Teacher Centers

ED090235 SP007981

MF & HC

University Student Involvement in Public School Education.

Gordon, Bruce Graham

72 8p.

This paper describes a cooperative program among the public schools, local Parent Teacher Associations, and the Auburn University Education Department in Montgomery, Alabama. In the program, Auburn University students were enrolled in block courses in the areas of language arts, social studies, mathematics, and science and worked from four to six hours each week in one of the public schools of Montgomery, prior to their student teacher experience. These students introduced learning innovations by presenting demonstrations of new teaching aids in the areas of language arts, science, social studies, and mathematics to parents and teachers. A question-and-answer period followed the demonstrations. The purpose of the cooperative program was also briefly explained, with stress on university participation with the involvement of the elementary student. The author states that the parents' reactions to the program were favorable. (PD)

Descriptors: *Educational Innovation/ *Field Experience Programs/ Instructional Aids/ *Laboratory Training/ *Parent Participation/ *Preservice Education

ED088894 SP007869

MF & HC

The Impact of Field Experiences on the Competencies and Attitudes of Prospective Social Studies Teachers.

Lux, John E.

73 12p.

This document reports on a project designed to determine whether the amount and type of field experiences of students prior to student teaching would influence the achievement of competencies and result in different instructional patterns and attitudes of prospective teachers. Important subquestions were whether it was desirable to provide basic theory in the concepts of NUSTEP (Nebraska University Secondary Education Program--a pre-student teaching, competency-based program) prior to field experiences and whether basic skill competencies should be demonstrated in simulated experiences prior to field experiences. Results of the research are presented in a series of tables. Conclusions are drawn for each hypothesis and recommendations for field experiences are made. (DDO)

Descriptors: *Field Experience Programs/ *Performance Based Teacher Education/ *Preservice Education/ Skill Development/ *Teacher Education/ Teaching Skills

ED087717 SP007696

MF & HC

A Composite Field Based Performance Program with an "Adopt-A-School" Component.

Indiana Univ. Southeast, New Albany.

Nov 73 33p.

In the preparation for this teacher education program for a developing institution, five common factors were identified as worthy for incorporation into the program. The five factors based upon a research study of exemplar field programs, were as follows: a) early and continuing field experiences, b) correlation between class and field, c) teaching centers, d) performance-based individualized experiences, and e) clinical professors. All five were developed into the program. The program involved all undergraduates in both elementary and secondary education; it provided field experiences from entry at the freshman level to exit a graduation on a progressively sophisticated basis; and it included an "Adopt-A-School" component. The latter provided the student with another opportunity to work in schools in various socioeconomic settings and with pupils at various achievement, administrative, and maturity levels. The component gave the student experience in different teacher roles, including working with students in discussions and independent study, tutoring, and performing teacher clerical work. The "Adopt-A-School" component also demonstrated increased college-school cooperation. (Author/JA)

Descriptors: Clinical Professors/ College School Cooperation / *Elementary Education/ *Field Experience Programs/ Individualized Instruction/ Performance Based Teacher

Education/ *Secondary Education/ Teacher Centers/ *Teacher Education/ *Teacher Programs

Identifiers: Adopt A School/ *Distinguished Achievement Awards Entry

ED087711 SP007683

MF & HC

ROTE: Reality Oriented Teacher Education.

Heller, Harold W.

Alabama Univ., University

Nov 73 15p.

In 1971, the State of Alabama Legislature passed Act 106, "Mandatory Education for the Exceptional Child," which mandated that all exceptional children were to receive appropriate special education services no later than 1975-76. Five hundred new teacher units were authorized for each of the interim fiscal years, and new graduate and preservice teacher programs were initiated. Unfortunately, too many teachers remained untrained and uncertified, and in-service training received a low priority compared to preservice. A Reality Oriented Teacher Education Program (ROTE), requiring both faculty and students to work in the field, was instituted. This program placed advanced undergraduate special education majors (prior to student teaching) in classrooms where they had full responsibility for instruction on a one-day or half-day basis. Their presence released the regularly employed teacher to attend, for credit and with no cost to the school system, field-based course instruction from college and university instructors. Thus, faculty members not only taught in the field but also interacted with school personnel in actual school settings. Courses were based strictly on teacher needs. Student interns coordinated their teaching activities with the regular teacher to ensure maximum continuity and interrelation of instruction for the children. (Author/JA)

Descriptors: College School Cooperation/ *Field Experience Programs/ *Inservice Teacher Education/ *Preservice Education/ *Special Education/ State Legislation/ Teacher Interns

Identifiers: Alabama/ *Distinguished Achievement Awards Entry

ED086713 SP007680

MF & HC

SODIA: A New Model Elementary Teacher Education Program.
Utah State Univ., Logan. Dept. of Elementary Education.
73 118p.

The SODIA program is the 1974 Distinguished Achievement Awards entry from the Elementary Education Department at Utah State University. (SODIA stands for the five levels that students progress through during their 4-year undergraduate program: Self, Others, Disciplines, Implementation, and Associate teachers.) The program is designed to prepare teachers with special skills and competencies in five areas: a) working with children of wide variability in the regular classroom, b) preparing children for the world of work, c) improving a child's self-concept, d) improving the community, and e) learning. SODIA is performance based and field centered, and it utilizes portal schools as partners in the program. The program is also interdisciplinary and interdepartmental. The appendixes present program materials used by the students a) to practice their teaching skills, b) to work with students in the portal schools, and c) to decide if the teaching profession is right for them. (Author/BRB)

Descriptors: Child Development/ *Elementary Education/
*Field Experience Programs/ *Interdisciplinary Approach/
*Performance Based Teacher Education/ Self Concept

Identifiers: *Distinguished Achievement Awards Entry/ Portal Schools

ED086649 SP007567

MF & HC

Early Experience Program.
Steubenville Coll., Ohio.
73 6p.

In an effort to bridge the gap between theory and practice, the Education Department of the College of Steubenville initiated the Early Experience Program to operate in conjunction with the required course of study for all full-time elementary education majors. The program places freshman through senior students in the classrooms of schools (parochial and public) in the surrounding area in order to give the student personal contact with methods and techniques, small-group instruction, and classroom structure. It also affords him insight into the development of a philosophy of education, and most importantly, permits direct involvement with children. Aims of the program are to help the student decide for himself whether his chosen profession is right for him and to allow the Education Department to work individually with students to strengthen their skills and provide an extensive background for their work as future teachers. (Author/JA)

Descriptors: *Elementary School Teachers/ *Field Experience Programs/ Laboratory Training/ *Preservice Education/ Teacher Role/ *Teaching Experience/ *Teaching Skills

Identifiers: *Distinguished Achievement Awards Entry/ Early

Experience Programs

ED086646 SP007544

MF & HC

Social Restoration Program.
Bell, Raymond
Lehigh Univ., Bethlehem, Pa. School of Education.
72 22p.

Lehigh University's Social Restoration Program prepares teachers via an experimental action-internship model to work with delinquent and pre-delinquent youth in a variety of settings. The program is field centered and competency based, combining theory with practice in each of the three phases of the program. Phase one, the preinternship practicum, includes a) field experiences with the police and probation departments and with social and community agencies and b) teaching in schools and detention homes. Phase two is a one-year internship which is mutually supervised by the employing agency and the university. Support personnel include reading specialists, counselors, and curriculum specialists. The terminal and integrating phase of the program is spent on campus where multi-disciplinary seminars are used to add further theoretical structure to the interns' practical base. Participants in the program have served in both schools and communities as crisis-intervention teachers and "ombudsmen"; they have also begun to staff alternate learning centers as well as model programs in correctional facilities. (JA)

Descriptors: *Delinquent Rehabilitation/ Delinquents/
Educational Theories/ *Field Experience Programs/ *Performance Based Teacher Education/ *Social Action/ Teacher Education/
*Teacher Interns

Identifiers: Distinguished Achievement Awards Entry 1973

ED085395 SP007591

MF & HC

Observable Changes in Student Teacher Behavior Following Field Oriented Elementary Education Programs.

Marso, Ronald N.; Reed, Robert L.

71 9p.

This study investigated the observable changes, if any, of 58 elementary education student teachers following completion of field experience programs. Behavior rating forms were completed by the prospective kindergarten to sixth grade teachers, the public school cooperating teachers, the university supervisors, and a control group of 35 non-field experienced students. It was hypothesized that a) field experienced students would rate themselves higher than non-field experienced students and b) cooperating teachers and university supervisors would rate the field experienced students higher than the non-field experienced students. The responses to the rating form were classified according to the emphasis placed upon the particular field experience program: Project Interaction Methods Experience, or both Interaction and Methods Experience. Analysis revealed statistical acceptance of both general hypotheses. Data also revealed that significant differences in mean rating scores for the individual items appeared a) most frequently between Methods Experience student teachers and the control group and b) most frequently between the public school cooperating teachers and the control group. (A sample questionnaire is included.) (BRB)

Descriptors: *Behavior Change/ Elementary School Teachers/ *Field Experience Programs/ *Preservice Education/ *Teacher Behavior/ *Teacher Evaluation/ Teacher Rating

ED085389 SP007572

MF & HC

The Development of the Competency Oriented Personalized Education Program.

Wisconsin Univ., Superior, Coll. of Education.

Nov 73 29p.

Following more than 2 years of study and research, the faculty of the College of Education developed a plan whereby the student experience is focused on three major elements: a) the Individualized Learning System, b) the Field Experience, and c) the Personal Development Experience. These three elements are integrated to constitute a total learning package (L-PAC). L-PACs are units of work with specific objectives, learning activities, and an evaluation plan. The student progresses through the required and elective L-PACs at his own pace. The Field Experience component is also competency oriented, and each course includes a number of field experiences which expose the student to public school classrooms and other work with children. The university professor and the cooperating teacher share the responsibility for developing a list of competencies. The Personalized Development Experience involves students in small interaction groups designed to develop self-understanding and human

relation skills. A number of the L-PACs have both required and optional learning seminars, in which the faculty member serves as a resource person to the student. Evaluation of a student's progress is based on completion of objectives, thus dropping the traditional grade system. (Author/JA)

Descriptors: *Field Experience Programs/ *Individual Development/ *Individualized Instruction/ Interaction/ Performance Based Teacher Education/ Performance Criteria/ Seminars/ Student Teacher Relationship

Identifiers: Distinguished Achievement Awards Entry

ED085383 SP007565

MF & HC

Exploratory Field Experience in Education.

Lyndon State Coll., Lyndonville, Vt.

Nov 73 5p.

The Exploratory Field Experience in Education program is a field-based program for those students who indicate that they wish to pursue a professional career in education. The aim of the program is to assist the student in making an intelligent career choice early in his college years. The program is set for the first semester of the sophomore year. Public school personnel offer their classrooms as laboratories for the college courses and serve as consultants as well as team teachers. The students serve as aides in the schools for 5 half-days a week. In addition to being in the classrooms, students attend specially designed courses entitled "American Education," "Educational Psychology--Human Development," and "Education workshop." These courses utilize the daily activities and experiences the students find in the schools. (Author/JA)

Descriptors: Career Choice/ College School Cooperation/ *Elementary Education/ *Field Experience Programs/ Laboratory Schools/ *Preservice Education/ Program Descriptions/ *Secondary Education/ Teaching

Identifiers: Distinguished Achievement Awards Entry

ED085379 SP007560

MF & HC

A Field-Based Approach to Introductory Education Courses.
Wichita State Univ., Kans. Coll. of Education.
Nov 73 12p.

The College of Education at Wichita State University together with the Wichita Public Schools has designed a program for introductory education courses that is completely field based. The instructional teams are comprised of both public school and university personnel. The program is funded completely by Wichita State University and involves both elementary and secondary schools and students. Students enroll in three beginning courses in professional education which are fully integrated into experience-centered activities in a public school. Students enrolled reserve the time from 11:30 a.m. to 4:30 p.m. each day for the field-based program. In this program, students do not come to the campus, the assigned school is the center for all instruction. Theory and practice are combined through activities that include functioning as a teacher aide, being involved in all school activities, making trips to observe unique educational programs and to interview educational specialists, participating in various community activities, and actually teaching in some classrooms. (Author/JA)

Descriptors: *Clinical Experience/ College School Cooperation/ Education Courses/ *Field Experience Programs/ *Performance Based Teacher Education/ *Preservice Education
Identifiers: Distinguished Achievement Awards Entry

ED085376 SP007557

MF & HC

Field-Based Center for Teacher Training.
Johnson State Coll., Vt.
Nov 73 14p.

Commencing in 1970, the Teacher Education Department of Johnson State College, Johnson, Vermont embarked on a restructuring of its entire teacher education program. The need for this revision stemmed from severe concern on the part of faculty members, public school officials, and students that the traditional way of training teachers was not doing the job. After two years of planning, a Field-Based Teacher Training Program was initiated in September 1973. This program shifted emphasis from a traditional college campus-based approach to one requiring considerable field experience. A feature of this program was the large involvement of public school administrators and teachers in the program. This cooperation was even carried to the point where public school districts shared the cost of salaries for the field experience supervisors. The cost sharing approach would indicate some guarantee of heavy interest, contact, responsibility, and accountability. The new program is under constant evaluation by the field-based supervisors, faculty members of the education department, faculty members from other disciplines at Johnson State College, public school officials, and

students. Furthermore, the field-based center is definitely oriented towards competency-based teacher education. (Author/JA)

Descriptors: *College School Cooperation/ *Field Experience Programs/ Performance Based Teacher Education/ *Student Teaching/ Teacher Education

Identifiers: Distinguished Achievement Awards Entry

ED085362 SP007531

MF & HC

An Innovative Approach to Teaching Professional Business Education Courses. The Integration of Professional Business Education Courses and Field Experiences.
Shippensburg State Coll., Pa.
73 90p.

Recognizing the need to reinforce methods courses with realistic perceptions of the secondary classroom, the Business Education Department at Shippensburg State College implemented, in September 1972, an integrated methods block including field experiences. The program has three primary objectives. The first objective is to provide business education methods students with exposure to the realities of the secondary school, its facilities, organization, procedures, curriculum, and students. The second objective is to provide for an integration of methods and measurement for business education students. After foundation skills courses, representative subject areas of the secondary business curriculum are presented and applications of this curriculum are then applied and interwoven, enabling the students to understand the comprehensive role of the classroom teacher. During this period, students participate in directed field experiences that enable them to evaluate and apply the theory of classroom instruction to the realities of the classroom. The third objective of the program is to make the business methods students aware of the innovations and new programs designed for today's youth, the needs of a changing society, and the importance of self-evaluation. An added objective is that after seeing a videotape of actual classes recorded on the field trip, students and teachers in graduate classes will become motivated to employ innovative teaching/learning strategies of their own. (Document includes laboratory experiences manual.) (Author/JA)

Descriptors: Business Education/ *Business Education Teachers/ Educational Innovation/ *Field Experience Programs/ *Laboratory Training/ *Methods Courses/ *Preservice Education/ Program Descriptions/ Secondary Schools

Identifiers: Distinguished Achievement Awards Entry

ED085348 SP007515

MF & HC

Field Experiences Program at George Mason University.
George Mason Univ., Fairfax, Va.
73 86p.

This document describes a college-school system cooperative teacher education program of field experiences which was begun on the principle that a viable teacher education program must include early and continuing experiences with students in a school setting. It is indicated that this program, continuously evaluated and revised by a joint committee, featured a laboratory component in each education course which was carried out in a school setting. It is stated that these experiences were designed to facilitate the transition into student teaching. The document contains the following chapter divisions: Original Committee and Purposes; Involvement of School Administrative Personnel; Involvement of Student Representatives; Permanent Representation; Advisory Board; Identification of Courses Involved; Development of Philosophy and Rationale; Implementation of the Program; Role of Evaluation; and Role of the Course Coordination Committees (which includes descriptions of the field experience program in each education course). Also included are a consideration of the contribution of the program to teacher education at the university; various evaluation forms from the program; and "Guide to Field Experiences," a handbook used in the program as a guide for students, faculty, and school personnel. (JA)

Descriptors: *College School Cooperation/ Education Courses/
*Field Experience Programs/ *Laboratory Training/ *Teacher Education/ Teacher Programs/ Teaching Experience

Identifiers: Distinguished Achievement Awards Entry

ED084241 SP007476

MF & HC

Pre-Student Teachers React to Field-Supplemented Methods Courses.

Gantt, Walter N.; Davey, Beth
72 14p.

This document on the value of field experience for preservice teachers is based on a course and an experiment conducted at the University of Maryland in which blocks of a methods course were devoted to elementary school classroom experience. It is reported that school visits progressively involved observation lesson presentation, and general assistance of the classroom teacher; each school visit was concluded with a feedback seminar to which the principal, students, and college instructors contributed. Findings of a three-part evaluative form administered to each student at the conclusion of the field experience are discussed. Supportive tables are included. The conclusions indicate a strong mandate in support of pre-student teaching field experience and increased student confidence about their readiness for student teaching. It is admitted that the implementation of such a program would involve increased planning time by the college

instructor and a shifting of his role from supervisor to resource consultant. The resulting advantages listed are student self-learning and self-evaluation, and increased creative curriculum planning. (JA)

Descriptors: *College School Cooperation/ Curriculum Planning/ Elementary Schools/ Feedback/ *Field Experience Programs/ *Methods Courses/ *Preservice Education/ Student Reaction/ Teacher Supervision/ *Teaching Experience

ED080497 SP006788

MF & HC

The Culturally Disadvantaged: A Field Experience Guide. Materials/One.

Eland, Calvin

American Association of Colleges for Teacher Education, Washington, D.C.; National Inst. for Advanced Study in Teaching Disadvantaged Youth, Washington, D.C.

Jul 68 8p.; Materials developed in conjunction with support from Ball State University, Muncie, Indiana.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

This guide resulted from the work of 14 colleges and universities participating in the Red River Valley Inter-Institutional Project, which related to the education of the culturally disadvantaged child. The project included two field experiences, one urban and the other rural; orientation meetings; and discussions. The aims of the Red River Valley project were fivefold: a) the development of a model for interinstitutional development projects for the disadvantaged child, b) an awareness of the problems in teaching the disadvantaged, c) an exploration of this kind of field experience in relation to other teacher education experiences, d) the comparison of rural and urban disadvantaged youth, and e) an exploration of teaching the disadvantaged and teaching in general. (The guide presents the assumptions of the project, an outline of data to be collected during the field experience program, and selected quotations from six books dealing with the disadvantaged.) (BRB)

Descriptors: *Culturally Disadvantaged/ Disadvantaged Youth/ Economically Disadvantaged/ Educationally Disadvantaged/ *Field Experience Programs/ Rural Areas/ *Rural Education/ *Teacher Education/ *Urban Education/ Urban Teaching

ED080488 SP006770

MF & HC

Job Corps: An Educational Alternative.
Hemsing, Esther D., Ed.
American Association of Colleges for Teacher Education,
Washington, D.C.
71 13p.
Sponsoring Agency: Manpower Administration (DOL).
Washington, D. C. Job Corps.
American Association of Colleges for Teacher Education,
Suite 610, One Dupont Circle, Washington, D.C. 20036 (Stock
No. 910052-45-X No price quoted)

33 The Job Corps Student Teaching Project is a combined effort of Job Corps and the American Association of Colleges for Teacher Education. A major difference between traditional school settings and Job Corps centers is that the center is a full-time, round-the-clock program which provides food, clothing, lodging, counseling, medical care, and recreation--plus basic and vocational education; the program often accommodates teacher trainees in dormitories as well. The teacher trainee is a college undergraduate who is asked to serve as a resource person and consultant, rather than fill the traditional teacher role of presenter of information. The students he teaches are probably dropouts, 16 to 21 years old, usually in need of remedial work. (The document describes methods of recruitment and selection; orientation; supervision; project seminars; and impact on the student teacher, teacher training institution, and professional community.) (JA)

Descriptors: Disadvantaged Youth/ *Field Experience Programs / *Preservice Education/ Remedial Instruction/ *Student Teachers/ *Student Teaching/ Teacher Education/ Teacher Role/ Teacher Supervision/ Urban Education
Identifiers: Job Corps

ED077916 SP006619

MF & HC

Urban On-Site Teacher Education Preparation in Teacher Education Centers: Bruce Elementary School, Seaton Elementary School, Truesdell Elementary School.
Bess, Lorraine J.; And Others
District of Columbia Teachers Coll., Washington, D.C.
Nov 71 43p.

This paper presents an inner-city, elementary teacher education program which focused upon a) the acquisition of teaching techniques and skills in the urban learning setting, b) the learning of theory together with reinforced practice in functional field experiences, c) the reinforcement of principles of child growth and development through direct contact with the children, d) the development of procedures for individualized instruction and diagnostic teaching, and e) the encouragement of continuous evaluation. The time sequence for the first semester (16 weeks) is given along with prerequisites for the 10-week student teaching program. The

program is further explained in case studies from Bruce, Seaton, and Truesdell elementary schools, Washington, D.C. A copy of the budget is presented along with evaluation procedures. Copies of the following data forms are included together with definitions of terms and evaluation standards: the Minnesota Teacher Attitude Inventory, used to check preservice attitudes; teacher/student observation techniques; and a Micro-Teaching Check List. Contributions of the program to the improvement of teacher education are discussed, with emphasis on the direct, urban teaching experience. (BR8)

Descriptors: Classroom Observation Techniques/ Evaluation Methods/ *Field Experience Programs/ *Preservice Education/ Student Teaching/ *Teaching Experience/ Teaching Techniques/ *Urban Education/ *Urban Teaching

ED076572 SP006503

MF & HC

The Effect of a Field-Based Teacher Education Program Upon Pupil Learning.

Harste, Jerome C.
Feb 73 12p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

This study investigated the 3-year effect of a field-based teacher education program, which significantly decreased teacher-pupil ratio, upon elementary school children's learning in a midwestern city. A pretest/posttest design controlling for the testing situation, the teacher, the school, and the ability of subjects (Ss) grade levels in both an experimental and a control school were compared with children's test scores at those same grade levels 4 years later (N=320). Input of the field-based teacher education program resulted in a marked decrease in Ss' learning as measured by the Iowa Test of Basic Skills at the third grade level with a nonsignificant influence on student learning at the sixth grade level, urging program evaluators to further exploration in this area. (Author)

Descriptors: Elementary School Students/ *Field Experience Programs/ *Learning/ Student Teacher Ratio/ Teacher Attitudes/ *Teacher Education/ Testing

ED076536 SP006436

MF & HC

The Western Washington State College Clinical Program for Teacher Education at Seattle, Washington.

Western Washington State Coll., Bellingham.

71 31p.

This program is the 1972 Distinguished Achievement Award Entry from Western Washington State College. This performance-based, field-centered program is located in six Seattle schools (K-12) which are ethnically, socially, and economically mixed. The participants complete the program in 2 quarters and on graduation are issued a provisional certificate to teach. To help define his future teaching role, each participant a) studies a variety of teaching styles in various classroom situations and b) assesses his own personal teaching style and practices. In developing his own style, the participant selects individually paced, performance-based instructional modules. He is assisted by a clinical professor and supervising teacher. This training design allows each candidate to develop a teaching style which is compatible with his personality. The attainment of the pupil's goals is the participants' criterion of success. The self-supporting program exists in a parity relationship with college, school district, and professional education association personnel. (The appendixes include information on program objectives, practice, evaluation, and the functions of learning.) (Author/BRB)

Descriptors: Behavioral Objectives/ Clinical Experience/ *Cooperative Planning/ *Field Experience Programs/ *Inservice Education/ *Performance Based Teacher Education/ Student Behavior/ *Teaching Styles

Identifiers: *Distinguished Achievement Award Entry

ED075420 SP006401

MF & HC

Case Study of Performance Based, Field Oriented Education at the University of Washington 1967-72.

Washington Univ., Seattle. Coll. of Education.

72 237p.

This report details the results of a completed 4-year program developing performance-based field-oriented teacher education (TEPFO) at the University of Washington. It gives baseline designs for the establishment of TEPFO programs, and it discusses scheduling implications for students and faculty. The information in the appendixes (two-thirds of the document) covers program standards, reports, and formats of various TEPFO programs and performance criteria rating scales. (JB)

Descriptors: *Field Experience Programs/ Internship Programs / *Performance Based Teacher Education/ *Performance Criteria/ *Standards

Identifiers: *Distinguished Achievement Award Entry

ED075412 SP006381

MF & HC

Experience Oriented Teacher Education Program.

Dakota State Coll., Madison, S. Dak.

72 42p.

Discussed is Dakota State College's Experience Oriented Teacher Education Program designed to prepare prospective teachers through experience in addition to theory. This report describes the four major aspects of the program: participation in public school classrooms prior to student teaching, human relations training experience, field seminars, and student teaching. Eleven exhibits include suggested activities, progress reports, program material, photographs, and orientation and evaluation material. (MJM)

Descriptors: *Field Experience Programs/ *Human Relations/ *Program Descriptions/ *Student Teaching/ *Teacher Education
Identifiers: *Distinguished Achievement Award Entry

ED073116 SP006268

MF & HC

Developing a Performance Base for Field Experiences: A Grass Roots Approach.

Merritt, Daniel L.

73 13p.; Paper presented at the Association of Teacher Educators (Chicago, Illinois, 1973)

Following a brief investigation of the need for performance objectives specifying teacher behavior, this report develops a performance base for field experience. The purpose of performance objectives in field experiences and the relationship of these objectives to the student teacher, cooperating teacher, and university supervisor are discussed in detail. The development of performance objectives for field program is based on the following considerations: identification of clientele (groups) providing performance statements about expected teacher behavior; a survey of clientele to secure goal and performance statements; preparation of performance statements based on evaluation behavior, instructional behavior, planning and organizing classroom behavior, classroom management behavior, and guidance and counseling behavior; analysis and revision; field testing the performance statements; and legitimization of performance objectives. Finally, possible problems in developing performance objectives include intrusion resistance, apathy and a complexity maze. A four-item bibliography is included. (MJM)

Descriptors: Educational Change/ *Educational Development/ *Field Experience Programs/ *Performance Based Teacher Education/ *Performance Criteria/ Performance Factors/ *Teacher Education

ED073113 SP006236

MF & HC

A Nuclear Design for Teacher Education.
Wisconsin State Univ., La Crosse.
Nov 71 19p.

The College of Education at the University of Wisconsin-LaCrosse has initiated a nuclear design for teacher education. The design provides two centers working in cooperation with the College of Education and the cooperating schools. The Education and Resource Center has five components: social studies, English, science, mathematics, and reading. This center, organized along subject lines, gains direct access to teachers (K-12) through the vehicles of materials and instruction practices in specialized areas of the school curriculum. The Center for Education Professions initiates and coordinates cooperative projects with schools which go beyond subject boundaries. The strategy followed by both units to effect change within the schools was to provide preservice laboratories, clinical experience, and inservice education. Evaluation indicated the design is functioning as intended and the school community relationship is stronger. (MUM)

Descriptors: *Field Experience Programs/ *Inservice Teacher Education/ *Preservice Education/ Program Descriptions/ School Community Cooperation/ *Teacher Education/ *Teaching Models

Identifiers: *Distinguished Achievement Award Entry

ED067374 SP005865

MF & HC

The Chandler Outreach Project. A Cooperative Clinical Teaching Center.

Ray, William J.

71 35p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award

The Chandler Outreach Project, developed by Arizona State University, represents a clinical teaching center concept where efforts are being made to combine curriculum development, operational research on instruction, and teacher preparation in a center setting for students in teaching. Thirty-six junior year elementary education students use four elementary schools in the Chandler School District as training stations. The training program consists of three phases. During the first phase, students carry a 15 semester hour course load. The students are observer participants in their classrooms for a 2 hour 20 minute period each morning 4 days per week. Every 5 weeks students are reassigned to different schools and different classrooms. Phase II allows students the opportunity to choose grade levels and cooperating teachers as part of their student teaching experience. Fifteen semester hours of work are required, in addition to communications and reading the student will also teach mathematics and social studies. Phase III is tentative and its realization is contingent upon funds being made available. This phase involves the students as seniors acting as paid interns.

Evaluation procedures and contributions of the project to teacher education are listed. Appendixes include evaluation forms, observation data, and verbal lesson strategy. (MUM)

Descriptors: *Clinical Experience/ *College School Cooperation/ Elementary Education/ Elementary Schools/ *Field Experience Programs/ *Student Teaching/ *Teacher Education
Identifiers: Arizona State University

ED066427 SP005825

MF & HC

Interdisciplinary Internships Between Eastern New Mexico University and Various State Agencies.

de Bruin, Hendrik C.

Eastern New Mexico Univ., Portales.

71 6p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award

In 1969 Eastern New Mexico University's College of Education developed a program of one-semester internships at a variety of state facilities including mental institutions, rehabilitation centers, and hospitals. Coupled with the internships, one-week institutes were designed for students wanting some exposure to the facility but not wanting to spend an entire semester there. Students earn a full semester credit and academic grades for the internship and supporting college and facility courses. The employees of the facility, all with proper credentials, conduct seminars, counseling sessions, etc. and make sure all academic requirements are met. Periodic visits are made to all interns on a regular basis. Each intern is required to keep a daily log, and to write an evaluation of the experience. Program objectives are summarized as follows: a) to give students practical "relevant" educational experiences, b) to put theory into practice, c) to perform a service to New Mexico state agencies, d) to allow students an experience that will allow them to make an intelligent career choice, e) to increase the student's self-confidence prior to getting on the job, f) to train a greater number of students in the area of helping services so that state facilities may be adequately staffed, g) to help less fortunate individuals, and h) to enrich the total college learning experience. Further information on personnel, faculty, budget, and evaluation is included. (Author/MUM)

Descriptors: *Clinical Experience/ *Educational Programs/ *Field Experience Programs/ *Internship Programs/ *Teacher Education/ *Teacher Interns/ Teaching Experience

Identifiers: Eastern New Mexico University

ED063238# 24 SP005319

A Five-Year Goal for Training Complexes.

Cohen, Saul B.

Educational Testing Service, Princeton, N.J.

31 Jul 71 9p.; Appendix D of "The Power of Competency-Based Teacher Education"

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.: BR-1-0475

Grant No.: OEG-0-71-2849

Allyn & Bacon, Inc. 470 Atlantic Avenue, Boston, Mass. 02210
Document Not Available from EDRS.

The training complex is conceived as a new kind of mechanism within which teachers will be trained with the assistance of protocol and training materials. It is to be operated by a consortium of universities, schools, and other agencies. Each training complex would be the core of an Educational Service District, which would be responsible for placement, paraprofessional recruitment, diffusion of protocol and training materials, curriculum innovation, and research services. College teacher preparation would abandon student internship and would concentrate on the theoretical aspects of learning and subject matter specialization, while the training complex would provide a sequence of field experiences at progressively greater levels of responsibility and involvement. Ideally, there would be 3,000 training complexes nested within 3,000 educational service districts, each complex handling between 100 and 175 trainees. The cost of each training complex would be \$1,500,000. This network would be developed over a 5-year period. Prior to the start of the 5-year program, 2 years would be necessary to recruit and train instructional staff, to experiment with materials, and to develop the organizational framework. The positive and negative effects of the development of training complexes on different groups are summarized in tabular form. (The CNPTE report is SP 005 318; the appendixes are SP 005 319 thru SP 005 325.) (RT)

Descriptors: College School Cooperation/ Federal Programs/ *Field Experience Programs/ *Interinstitutional Cooperation/ *Performance Criteria/ Program Costs/ *Program Planning/ Standards/ *Teacher Education

Identifiers: *Rosner Report

ED059917 SE013498

MF & HC

Promising Practices in Mathematics Teacher Education (Compiled for the Forum on Teacher Education, National Council of Teachers of Mathematics Annual Convention, Chicago, Illinois, April 1972).

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Apr 72 210p.

Ohio State University, Center for Science and Mathematics Education, 248 Arps Hall, Columbus, Ohio 43210 (\$3.00 plus \$.25 handling)

This compilation of 64 papers on innovative programs in mathematics teacher education describes a great variety of current activity, including the use of individualized instruction, flexible grouping, tutorial programs, laboratory methods, new evaluation schemes, micro-teaching, computer assisted instruction, simulation, and field-oriented programs. Two-thirds of the programs concern elementary school teacher education, and are grouped according to emphasis as follows: content, content and methods integration, methodology, methodology and field experience integration, and field experiences. The papers on secondary teacher education are grouped under methodology and field experience emphases. (MM)

Descriptors: College Programs/ Curriculum/ *Educational Innovation/ *Field Experience Programs/ *Mathematics Education / *Mathematics Teachers/ Methods Courses/ *Teacher Education

ED057017 SP005456

MF & HC

Evaluation of a Performance-Based Program in Teacher Education: Recommendations for Implementation.

Clegg, Ambrose A.; Ochoa, Anna

Washington Univ., Seattle. Coll. of Education.

Aug 70 80p.; TTT Project

The Experimental Model for Teacher Education was implemented during the academic year 1969-70. Its major objective was to build a field-based program using predefined behavioral objectives and their accompanying performance criteria with an instructional program integrating theoretical knowledge with practical experience. Twenty trainees were selected for the program on the basis of grade-point average and a personal interview. Administrative arrangements were made to allow program participants to take their professional courses on a pass-fail basis. Seminars were coordinated with concurrent classroom experience at progressively increasing levels of responsibility in three types of school: inner-city, urban, and suburban. Cooperating teachers in these schools were designated "clinical associates" and provided with inservice training. Of the 20 trainees, 17 completed the program successfully and were certified. Of these, 12 had obtained teaching positions as of June 1970. Detailed recommendations for program improvement include closer involvement of cooperating schools, previous rather than concurrent training of clinical associates, and involvement of trainees in developing objectives and criteria. (The report includes sequence charts of program development and lists of sample performance objectives and evaluation criteria.) (RT)

Descriptors: Behavioral Objectives/ Cooperating Teachers/ Course Organization/ *Field Experience Programs/ Inservice Teacher Education/ Integrated Curriculum/ *Performance Criteria/ *Preservice Education/ Supervisory Methods/ *Teacher Education Curriculum

ED056973 SP005333

MF & HC

The WWSC Clinical Program for Teacher Education.
Hite, Herbert
Southeast Educational Center, Seattle, Wash.: Western
Washington State Coll., Bellingham.
6 Apr 71 17p.

In the last 2 years, the Education Department at Western has developed an alternative to the standard program leading to initial teaching certification. The alternative is a Clinical Program based on the ComField Elementary Teacher Education Model. The new program is operational at the six Southeast Center Schools of Seattle. Instructional packages have been developed and an evaluation instrument has been prepared. The program has five major components: 1) inservice training for supervising teachers; 2) the entry program, a combination of observation and seminars for career decision-making; 3) the foundations component, which is now largely a sequence of standard college courses offered on the WWSC campus; 4) the laboratory component, in which students complete the instructional packages and demonstrate competencies in the classroom; and 5) the practicum, in which students become interns and may be certified. The faculty for the Clinical Program consists of two clinical professors, about 35 supervising teachers, and a Resident Center Director. The total cost of the program is about 50 percent lower than the per-quarter cost of student teaching in the standard program. (A list of performance objectives for the laboratory component of the program and an abstract of the proposal for a clinical teaching center in a public school are included.) (RT)

Descriptors: Clinical Professors/ Cooperating Teachers/
*Elementary School Teachers/ *Field Experience Programs/
Inservice Teacher Education/ Instructional Systems/
*Performance Criteria/ Practicums/ *Preservice Education/
*Teacher Education Curriculum

Identifiers: Teaching Centers

ED053082 SP005123

MF & HC

Cooperative Program in Teacher Education: Model for an
Educational Complex.
Stowbridge, E. D.
Corvallis School District 509J, Oreg.
70 21p.

This cooperative program between three elementary schools and the Oregon State University Division of Elementary Education provides a complete program of teacher education from college sophomore level to inservice for supervising teachers. It is committed to the development of new approaches such as multi-graded classrooms, individualized instruction, and team teaching. The preservice teachers participate in classroom activities for 4 half-days each week at the sophomore and junior levels, with the remainder of the day devoted to seminars taught primarily by college staff. Student

teachers work full-time in the classroom for one semester. The resident teacher experience is for students who have completed student teaching, but desire additional experience in the classroom; it is similar to internship. A two-course inservice sequence in instruction and supervision is available for cooperating teachers. An important factor in the success of the program is considered to be the two joint university-school appointments, one a classroom teacher, and one a school of education staff member. Data is presently being collected for evaluation of the program. (RT)

Descriptors: Clinical Professors/ *College School
Cooperation/ *Elementary Schools/ *Field Experience Programs/
Individualized Instruction/ Inservice Teacher Education/
Master Teachers/ *Preservice Education/ Student Teaching/
Supervisory Training/ *Teacher Education/ Teacher Supervision/
Team Teaching/ Ungraded Elementary Programs

ED053073 SP005031

MF & HC

An Assessment of the Effects of Two Experimental Arrangements on the Classroom Behavior of Student Teachers as Measured By IOTA.

Kelly, Donald Edward

Arizona State Univ., Tempe.

Sep 70 158p.; Doctoral dissertation presented at Arizona State University, 1970

This study found no significant difference in classroom teaching performance between participants enrolled in the three semester on-site teacher preparation sequence and participants enrolled in a one semester on-campus and two semester on-site sequence. Subjects were 39 volunteer undergraduate students enrolled in the Department of Secondary Education at Arizona State University, randomly assigned to two experimental groups. Group A spent three semesters in on-site experiences which included observation/participation activities and weekly on-site seminars. Participation activities were increased throughout the program. Group B spent the first semester in on-campus activities which included seminars, microteaching, using audiovisual materials, group dynamics, set induction theory, lesson plans, and interaction analysis. Group B's second and third semester experiences paralleled those of Group A. During the last semester, two 45-minute live classroom observations were made on each participant using the Instrument for the Observation of Teaching Activities (IOTA). Data were analyzed by computing t ratios for each of the 14 observation scales based on the mean scores of the two observations. Since there was no difference in performance between the groups, it was recommended that Sequence B be adopted for logistical reasons, and that a longitudinal follow-up study be conducted on participants. (Author/RT)

Descriptors: Classroom Observation Techniques/ *Effective Teaching/ *Field Experience Programs/ *Preservice Education/ *Program Effectiveness/ *Secondary School Teachers/ Student Teachers/ Teacher Behavior

ED052135 SP004958

MF & HC

The Elementary Education Undergraduate Program at Capitol Campus, Pennsylvania State University.

Pennsylvania State Univ., Middletown, Capitol Campus.

70 39p.; 1971 AACTE Distinguished Achievement Award Entry

The Elementary Education Program at Capitol Campus provides a 2-year upper division curriculum designed to prepare teachers for inner-city classrooms. Students in the program are expected to develop approaches to teaching which are flexible, individualized, reality-oriented, and child-centered. The major emphasis is on the junior-year block-sequence of courses entitled Basic Preparation for Teaching--a team-taught, individualized, interdisciplinary sequence which includes 45 half-days of field experience. Placements are made

in three city schools at various grade levels, where the focus progresses from an initial emphasis upon a one-to-one tutoring role to a small-group teaching experience, to a field experience teaching the full classroom group. All the other required courses are focused upon the field experience and are scheduled in the junior year with the exception of the student-teaching course. During his senior year the student works on coursework in various disciplines, develops a specialization in one or more elementary school subject areas, and completes additional student-teaching work. Program development is a continuous process involving students and faculty. There are plans to improve the procedures for student selection, to improve the balance between on-campus and field functions, and to establish a senior year salaried internship. (Author/MBM)

Descriptors: *Elementary School Teachers/ *Field Experience Programs/ Individualized Programs/ *Preservice Education/ *Student Teaching/ *Teacher Education

ED052134 SP004957

MF & HC

Undergraduate Urban Teacher Education Program. State University College at Buffalo.

Lackawanna Public Schools, N.Y.; New York State Education Dept., Albany.; State Univ. of New York, Buffalo. Coll. at Buffalo.

70 111p.; 1971 AACTE Distinguished Achievement Award entry

The aim of this cooperative EPDA program is to improve education in the public schools through utilization of personnel in a differentiated staffing pattern, and the training of teachers for service in urban areas through a carefully planned practicum combined with professional courses taught on site, with competency-based criteria interwoven throughout both phases. Released time inservice training was provided for supervising teachers before the beginning of the program and in 1970 and is continuing throughout the program. The students selected for the program are largely transfers from junior colleges throughout the state. During the first two semesters of the program, they work four half-days in the schools, first as student aides and then as assistant teachers; they spend one half-day per week working in a community service agency. The remainder of each day is devoted to professional courses given on-site by college staff. During the third semester, students work full-time as associate teachers, and in the fourth semester, they are on campus full-time for professional study. Participants are encouraged to live in the community. (The program description includes a budget outline, the original program proposal, forms used in the program, and curriculum outlines of the inservice courses.) (RT)

Descriptors: *College School Cooperation/ Differentiated Staffs/ Elementary School Teachers/ *Field Experience Programs / Inservice Teacher Education/ *Preservice Education/ Released Time/ School Community Cooperation/ Supervisory Training/ *Teacher Education/ Urban Schools/ *Urban Teaching

ED051102 SP004967

MF & HC

Teacher Training Experience for Inner City Schools.

Knosky, Roy T.; And Others

University of Northern Colorado, Greeley.

70 78p.; 1971 AACTE Distinguished Achievement Award entry

This training program has been developed to prepare teachers for working with children from culturally diverse backgrounds by providing early opportunities for classroom experience and direct relationships with pupils, teachers, administrators, parents, and citizens in urban communities. The program is based on self-discovery and self-actualization achieved by meeting personal challenges. Much of the first 4 weeks of the quarter is spent in concentrated study in areas related to specific course offerings. A community advisory board has been established in each of the communities in which participants live and work to help design activities and serve as liaison.

An important activity in the field experience, which is described in detail, is a one-week camping trip to the Four Corners area of the Southwest, with daily visits to Bureau of Indian Affairs and community schools, hiking, camping, and discussions. Other field experience activities include a 5-week live-in experience in an inner-city neighborhood, at least one-half of each day for a 5-week period working with inner-city children as a teacher-assistant, active participation in the work of public and private agencies in the community, and seminars coordinated with both types of field experience to provide a basis for the solutions to the sociological, psychological, and educational problems encountered. (MBM)

Descriptors: *American Indian Culture/ Cultural Differences/ *Field Experience Programs/ Inner City/ *Preservice Education/ Self Actualization/ *Teacher Education/ *Urban Schools

Identifiers: Bureau of Indian Affairs

ED046908 24 SP004693

MF & HC

The Block Program. A Personalized Teacher Education Professional Program.

Butts, David P.; And Others

Texas Univ., Austin. Research and Development Center for Teacher Education.

Aug 70 73p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.: Rep-Ser-54 Bureau No.: BR-5-0249

Contract No.: DEC-6-10-108

The Block Program is a 1-year, 30 semester-hour elementary teacher education program with emphasis on science and mathematics. It alternates classroom experiences at increasing levels of responsibility with methods courses in time segments ranging from 1 to 9 weeks. During the classroom experience segments, students spend the entire day in the school, from 8 a.m. until 4 p.m. Evaluation of the first year of the program in 1969-70 by participating students and cooperating teachers was favorable. With the assistance of several students, the 1970-71 program was planned and scheduled. The major change in the 1970-71 program is the addition of a segment in which students participate in school opening activities. An evaluation plan for 1970-71 provides for extensive attitude tests and videotaping of students in the program and a comparison group of 25 students in the traditional program. Future evaluation plans include a 3-year follow-up study. (RT)

Descriptors: *Elementary School Teachers/ *Field Experience Programs/ Followup Studies/ Mathematics Education/ *Methods Courses/ *Preservice Education/ Science Education/ Student Teaching/ *Teacher Education/ Teacher Evaluation/ Teaching Experience

ED045547 SP004279

MF

New Directions in Teacher Education.
Washington Univ., Seattle, Coll. of Education.
Feb 70 14p.

This booklet describes eight University of Washington teacher education projects in operation during the 1969-70 school year to develop and test various performance-based, field-experience approaches and a management system in which the university and cooperating school districts provided for released time for selected school personnel to serve as mid-managers. The eight programs described are 1) the Federal Way Project, a 1-year, field-centered program to retrain junior high teachers; 2) the Garfield Program, a 1-year internship to recruit and prepare teachers for a Seattle high school; 3) the M-Step Program in which Seattle schools prehire 30 university sophomores who are in continuous school and community contact for seven consecutive quarters; 4) the Northshore Project, a performance-based, field-centered junior and senior year program to prepare elementary and secondary teachers; 5) the Renton Professional Work-Study Program based on a 2-year, half-time internship for juniors and seniors; 6) the Shoreline Project, a 1-year, individualized performance-based graduate intern program developed and implemented by local school personnel in consultation with the university to recruit and prepare teachers for a new middle school; 7) the Teacher Corps program, a graduate internship for elementary and junior high teachers; and 8) the Tri-University Project in Elementary Education, a 1-year preservice program operated entirely within the school setting. Not available in hardcopy due to reduced size of print. (JS)

Descriptors: Clinical Professors/ *College School Cooperation/ *Field Experience Programs/ *Internship Programs/ *Pilot Projects/ Practicums/ *Teacher Education/ Teacher Recruitment

Identifiers: *University of Washington

ED044364 SP004322

MF & HC

Pre-Student Teaching Laboratory Experiences.
Verduin, John R., Jr.; Heinz, Charles R.
70 134p.
Kendall-Hunt Publishing Co., Dubuque, Iowa (\$4.75; in quantity, \$3.80)

This book (paperback), developed for preservice teachers in pre-student teaching laboratory experiences at Southern Illinois University, is intended also for wider use. The first half (text section) has three parts. Part 1 includes rationale for educational laboratory experiences and discussion of student, administrator, and classroom teacher roles. Part 2 deals with methods, models, and techniques. Its main chapter advances an instructional model of seven main components: social system, entering behavior assessment, specification of

behavioral objectives, learning unit and procedures, presenting learning units, student performance, and feedback and assessment. Other chapters offer suggestions for ways trainees may use the models for data collection and information gathering and discuss guidelines for critical assessment of teaching behavior. The five chapters in Part 3 describe types of experiences for moving trainees into direct contact with teaching-learning situations: September Experience, Teacher Aide Experience, Elementary Block Program, Secondary Laboratory Experiences. The second half (appendixes--perforated for easy removal) contains guides for assessing and practicing appropriate teaching behavior. Included are observation guides, checklists, and evaluation forms for each type of laboratory experience and for instructional analysis and planning, e.g., interaction analysis tally sheet and matrixes, lesson plan outlines, Laboratory Experience Rating Scale. (JS)

Descriptors: Evaluation Criteria/ Evaluation Methods/ *Field Experience Programs/ *Guidelines/ Instruction/ Models/ *Practicums/ Teacher Behavior/ *Teacher Education/ *Teacher Evaluation/ Teaching Skills

ED044363 SP004321

MF & HC

Teacher Education Is Field Services.
Haberman, Martin
Association for Field Services in Teacher Education.
May 69 16p.; Speech given at 44th Annual Meeting, The
Association for Field Services in Teacher Education

Extension and field services divisions of universities and new outside agencies will have to be utilized in a new approach to teacher education. Colleges and graduate schools cannot remain the dominating force. Because of the age and needs of undergraduates and the background of college professors, colleges neither help practicing teachers nor prepare undergraduates to enter teaching and to be effective in situations where they are needed. Public schools cannot control teacher preparation either; they can only condition people to cope. Only a new kind of institution, e.g., the cooperative center, can include the necessary components of a sound program: a sequence of field experiences beginning with actual tutoring, then assisting, interning, and finally observing; clinical personnel who actually perform as well as verbalize what they do as teacher educators; preparation of people in cross roles, learning role relationships and expectations during preparation; coordination between industry, schools, professional associations, community agencies, and state departments in a redistribution of power which breaks the axis between colleges and state departments; career-long affiliation between teachers and universities with education of teachers in groups; "selection" process based on first-year performance; preparation of teachers for various teaching functions; and a flexible behavioral approach as opposed to "courses." Students, unions, and community will all gain more control. (JS)

Descriptors: Behavioral Objectives/ *Equivalency Tests/
*Field Experience Programs/ Public Schools/ *Teacher Education
/ Teacher Role/ Universities

ED043560 SP004129

MF

A Guide to Professional Excellence in Clinical Experiences
in Teacher Education.
Smith, Brooks, Ed.; And Others
Association for Student Teaching, Washington, D.C.
70 55p.
Publications-Sales Section, National Education Association,
1201 16th St., N.W., Washington, D.C. 20036 (Stock No.
861-24488; \$1.50)

This booklet of guidelines for the total program of direct and simulated experiences in teacher education has six major sections: 1) Aims of Clinical Experiences; 2) Guidelines to Excellence with Focusing Questions--40 questions on 12 different aspects of the clinical experience programs; 3) Clinical Experiences: Descriptions and Characteristics--description of functions and related activities (laboratory

experiences, practicum experiences, differentiated career opportunities), breadth of experience, individualization of program, relation of program elements, and clinical teaching positions (assisting, associate, intern, and pretenure teachers); 4) Supervisory Positions and Qualifications--for 14 different positions including participating teacher, clinical teacher, consultant teacher, clinical professor, affiliated school principal, director or coordinator of clinical experiences, professional organization representatives; 5) Cooperative Control of Decision Making--outline of structure for collaboration, procedures for operation, administration of program, and student involvement; 6) Analysis and Assessment--outline of categories and questions to be considered in developing a program of evaluation. Appended are Definitions, Supportive Technology and Materials in Clinical Experience Programs, and Guidelines for Specialization in Teacher Education. (JS)

Descriptors: Educational Objectives/ *Field Experience
Programs/ *Practicums/ Practicum Supervision/ Program
Administration/ Program Evaluation/ *Teacher Education

ED042690 SP004073

MF & HC

Toledo Teacher Corps: An Undergraduate Program for the Development of Teachers for the Inner City.

Toledo Univ., Ohio, Coll. of Education.

69 80p.; Entry for 1970 AACTE Distinguished Achievement Awards in Teacher Education, and proposal to USOE for Teacher Corps program

Sponsoring Agency: Teachers Corps, BEPD.

42 This set of documents includes the original proposal (December 1968) for the 2-year Toledo Teacher Corps program and a summary description of the program half way through its first year (November 1969). The program summary describes it as an undergraduate training program designed to improve the educational process in urban poverty areas and to improve the training program for elementary teachers in such areas through focus on human sensitivity, cooperative efforts of the university and the school system and community, and instructional organization within the school. Narrative sections outline the major phases of the program: 1) summer preservice program of community activities and concurrent seminar; 2) inservice program during the junior and senior school years including a team teaching internship in local schools and concurrent seminars on societal factors, instructional organization, contemporary learning-teaching process, educational technology, and research; 3) interim summer program of liberal arts requirements; and 4) community involvement activities throughout the 2 years leading to a bachelor of arts degree in education. Included in the proposal is material on certification and degree requirements, staff and team leader selection and training, evaluation procedures, the four participating schools, etc. (JS)

Descriptors: *Disadvantaged Youth/ Elementary School Teachers/ *Field Experience Programs/ *Teacher Education/ Team Teaching

Identifiers: *Teacher Corps

ED040947 SP003994

MF & HC

Developing Quality in Professional Laboratory Experiences. School Practicum: Description and Seminar Outline.

Georgia Univ., Athens, Coll. of Education.

69 54p.; Entry for 1970 AACTE Distinguished Achievement Award in Teacher Education

82 The University of Georgia Office of Professional Laboratory Experiences has developed several different programs to provide practical experience for future teachers. The School Practicum is a program in which students spend several weeks in the beginning of the school year observing and participating in a local public school prior to the opening of the college's fall quarter. The Work-Study Program for Elementary Teachers provides full-time employment as teacher aides for students during one quarter of their sophomore and junior years. The Athens Unit of the Georgia Retardation

Center provides clinical experiences for students in 15 disciplines in the field of mental retardation. The Adult Education Program for Prison Inmates utilizes a Georgia state prison as a laboratory facility for graduate students training as student teachers. The Teacher Corps Program uses community involvement to help interns gain experience in teaching the disadvantaged. The development of Professional Laboratory Experience Centers is a cooperative effort with other colleges and the Atlanta school systems to provide more flexible and intensive practical experiences for education students. The Tutorial Enrichment Program is designed to provide early exposure to the realities of teaching. The Supervising Teacher Program is a series of three inservice courses which has now been recognized by the State Department of Education as a requirement for supervising teachers. (RT)

Descriptors: Adult Education Programs/ Affiliated Schools/ College Cooperation/ *Cooperating Teachers/ *Education Majors/ *Field Experience Programs/ Graduate Students/ *Inservice Teacher Education/ Practicums/ *Preservice Education/ Prisoners/ Student Teaching/ Tutorial Programs

ED040158 24 SP003950

MF & HC

Implications of Ethnographic Approaches for Teacher Training Programs.

Warren, Richard L.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Mar 70 17p.; Revision of paper presented at annual meeting, AERA, Minneapolis, 1970

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-5-0252

Contract No.: DEC-6-10-078

Application of certain anthropological research methods to teacher education, particularly the field experience component, could have a beneficial effect on a future teacher's perception of his role. Present field experience programs can be divided into two types: "apprentice" or student teaching, in which the teacher trainee progresses from observing to a teaching role in one class with one supervisor; "Professional" or internship, in which the teacher trainee is seen as a bona fide teacher by the students, but still remains somewhat under the supervision of the training institution. A third type, the anthropological "participant-observer model," is proposed as a substitute for the first two. As a participant-observer, the teacher trainee would work independently as a bona fide teacher within one classroom and would also observe other teachers in different schools and have discussions with them. The anthropological tradition of an intensive study of one small group could also have its equivalent in teacher education. One or two years of required elementary school teaching would help a teacher to perceive the organizational, social, and cultural factors which interact within a school setting. (RT)

Descriptors: *Educational Sociology/ Elementary Schools/ *Field Experience Programs/ Internship Programs/ Models/ *Role Perception/ Student Teaching/ *Teacher Education/ *Teacher Role

ED040123 SP003822

MF & HC

The Clinical Experience: A New Component of Urban Teacher Education Models.

Smith, Calvert Hayes

70 16p.

Recent developments indicate that future urban teacher education models will have as one of their basic components a clinical experience program. This experience should constitute a direct involvement in the activities and way of life of a given group of people in an urban community. The legitimacy of urban sub-cultures must be recognized, and the element of critical judgment of other cultures suspended. Such programs, which have a great deal to accomplish in a short time, can be most successful if they are based on a consideration of the

type of people to be trained. Recent research indicates that teachers are most effective and satisfied when working with children whose ethnic and socio-economic background are similar to their own. Thus, recruitment for urban teacher education programs should give first priority to ethnic and social class origin. The next highest priority group should consist of individuals who are aware of the contradictions in our society and are committed to a realistic approach. (RT)

Descriptors: *Field Experience Programs/ *Minority Group Teachers/ *Teacher Education/ *Teacher Recruitment/ *Urban Teaching

ED038371 SP003814

MF

Dimensions of Field Work in Teacher Education: A Demonstration Study.

Berger, Gertrude

City Univ. of New York, N.Y. Brooklyn Coll.

69 18p.

A demonstration study was initiated under the auspices of the Department of Education, Brooklyn College of the City University of New York, and designed to determine the interactive roles that can be undertaken by college students in teacher training, the public school, and the community. To test the hypothesis that saturation field work would create new interactive roles, the research design manipulated the field work of a group of 38 teachers in training in order to saturate one school in a community under the close supervision of the college instructor. The five dimensions of field work which emerged from this study are: (1) training students (e.g., use of college instructor as demonstration teacher in the public school setting); (2) provision of services for public school pupils (e.g., use of college students in home visits and in individual tutoring); (3) liaison between community and college (e.g., joint involvement of college students, college instructor, and community members as social change agents); (4) liaison between school and college (e.g., college instructor conducting inservice practicum according to expressed needs of teachers); and (5) frontiers of educational research (e.g., opportunity to recognize unresearched, yet urgent, problems in such areas as extortion, narcotics, and curricular relevance). The study was successful in providing an innovative pattern for field work in teacher education responsive to the recognition "that the public school classroom not the college lecture hall is the locus for effective teacher training." Not available in hardcopy due to marginal legibility of original document. (JES)

Descriptors: Change Agents/ College Role/ College School Cooperation/ *College Supervisors/ *Community Development/ Demonstration Programs/ *Educational Innovation/ *Field Experience Programs/ Practicums/ Staff Utilization/ Student Teachers/ *Teacher Education Curriculum/ Teacher Educator Education/ Urban Education

ED038351 SP003740

MF & HC

Education of Teachers by Unified Developmental Experiences (ETUDE).

Lock Haven State Coll., Pa.

Nov 69 9p.; Entry for 1970 AACTE Distinguished Achievement Awards in Teacher Education

This interdisciplinary secondary school teacher education program which involves no course work in the ordinary sense evolved from an effort to move the emphasis in the teacher education program from abstractions and general principles to specific problems in the various subject curriculums. Its objective is to promote early behavior change in the future teacher through controlled performance activities within his academic major. Each student works with a team consisting of a curriculum and methods specialist in his academic area, and educational psychologist, a learning resources specialist, a foundations of education specialist, a field supervisor for his academic area, and a coordinator for the secondary education curriculum. Of great importance are field experiences such as classroom observation, teaching mini-lessons, and remedial tutoring of disadvantaged children. Informal evaluation through student opinionnaires indicates that the program eliminates the common complaint of great disparity between educational theory and classroom practice. (RT)

Descriptors: *Field Experience Programs/ *Interdisciplinary Approach/ *Preservice Education/ *Secondary School Teachers/ Team Teaching

ED038339 SP003727

MF & HC

University of Florida Experimental Program in Elementary Education.

Florida Univ., Gainesville. Coll. of Education.

70 9p.; Entry for 1970 AACTE Distinguished Achievement Awards

This 2-year program, which began operation in 1969 side by side with the traditional program, has three primary phases. These are: a continuous seminar of 30 elementary education students for planning, evaluation, and discussion of activities; a substantive panel of experts who provide lectures and consultations; and a field experience assignment with gradually increasing responsibility. The emphasis is on flexibility and independent study. Each student is assigned to a seminar group which remains the same throughout the program. He is then free to arrange a study program with the substantive panel in order to attain the necessary "competencies," which are announced at the beginning of the program. The seminar leader assigns field experience on one of three levels--classroom observer, teacher aide, or student teacher--based on his evaluation of the student. Important features of the program are that it operates within existing budget limits and that it attempts to design a program based

in modern humanistic thought and current theory and research in teacher education. A research project has been designed using students in the traditional course as a control group with pre- and posttesting. (RT)

Descriptors: *Elementary School Teachers/ *Field Experience Programs/ *Independent Study/ *Preservice Education/ *Seminars

ED038335 SP003723

MF & HC

The Cell of Experience Program.

Ball State Univ., Muncie, Ind.

69 11p.; Entry for 1970 American Association of Colleges for Teacher Education Distinguished Achievement Award in Teacher Education

This model pre-student teaching laboratory program is a modification of the traditional field experience program for secondary teacher education students. Rather than being assigned to individual teachers in a laboratory school, students are organized into cells for exposure to selected professionally oriented experiences in different types of schools. Each cell consists of about 20 students, a faculty member from the area of secondary education who serves as coordinator, five secondary school teachers from the laboratory school and teachers from other cooperating schools. The program is divided into cycles which include preparation, field experience, and follow-up sessions. Evaluation indicates that program participants profited considerably in development of their perceptions about students, teachers, classrooms, methods, and themselves and were able to apply these perceptions in the student teaching which followed. A followup study for further evaluation has been designed. Significant aspects of the program are being incorporated into the regular secondary school teacher preparation program. (Two appendixes contain a list of the personal and professional areas in which perceptual development is anticipated and a list of behavioral objectives.) (RT)

Descriptors: College School Cooperation/ *Field Experience Programs/ *Perceptual Development/ *Preservice Education/ *Secondary School Teachers

ED037401 SP003687

MF & HC

Classroom Simulation as a Substitute for Live Pre-Student-Teaching Laboratory Experiences.

Beals, Paul E.

70 13p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, March 1970

45 A study was conducted to observe differences in the teaching performance of students who had three different types of pre-student teaching laboratory experiences, some including simulation. Subjects were 75 student teachers who had been randomly assigned to three groups, each having different laboratory experiences, during the pre-student teaching seminar: (1) 2 weeks of observation and participation in an elementary classroom and 1 of simulated classroom experiences; and (3) 1 week of simulated classroom experiences. Simulation groups used Program II of "Mr. Land's Sixth Grade" in which students respond to 20 simulated classroom situations (on 16mm film) as if they were the teacher in the actual classroom. Data consisted of four measures of student teaching performance, pre-post seminar scores on the Minnesota Teacher Attitude Inventory (MTAI), and pre-post seminar data on response to simulated classroom situations. Analyses of variance and Pearson product moment correlation were used in analyzing data. Findings: There were no significant differences between the three groups in post-seminar response to simulated classroom situations, in performance in student teaching, or in post-seminar attitude toward teaching. There were no significant relationships between post-seminar attitude toward teaching and student teaching performance and none between pre-seminar response to simulated classroom situations and student teaching performance. (JS)

Descriptors: *Field Experience Programs/ Preservice Education/ *Simulation/ Student Teachers/ *Student Teaching/ *Teacher Attitudes/ *Training Techniques

Identifiers: Minnesota Teacher Attitude Inventory/ MTAI

ED033883 SP003238

MF & HC

Teacher Education in Transition. Volume I, An Experiment in Change.

Bosley, Howard E., Ed.

Multi-State Teacher Education Project, Baltimore, Md.

May 69 354p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Materials collected in this book and in Volume II (SP 003 239) are outgrowths of the Multi-State Teacher Education Project (M-STEP), a 3-year program to strengthen the capacity of state departments of education in the development of joint responsibility between local education agencies and teacher education institutions with emphasis on laboratory experiences in elementary and secondary schools. Part 1, "A Seven-State

Program at work," includes (1) a brief portrayal of M-STEP's origin and purposes; (2) case studies of the seven state projects in Florida, Maryland, Michigan, South Carolina, Utah, Washington, and West Virginia; and (3) "Adventures with Laboratory Experiences," a synthesis of M-STEP practices, problems, and new patterns. Other chapters are papers produced by the individual projects or for use in them: "A Position Paper on Student Teaching Programs"; "Innovations in Student Teaching--A Directory of Recent Action," a national listing by state and by innovation type; a description of "The Individualized Teacher Education Program at Brigham Young University," including behavioral objectives; "Emerging Roles of Supervising Teachers--A New Staff Level"; "Microteaching and Interaction Analysis in a Teacher Education Program," a program description; "A Teaching Behavior Code"; guidelines for "Developing a County Program for Evaluating Teaching"; and a position paper on "Aides for Classroom Teachers." (Some papers in this volume published previously are available as ERIC documents, indexed under "Multi-State Teacher Education Project.") (JS)

Descriptors: *College School Cooperation/ Cooperating Teachers/ *Field Experience Programs/ Individualized Curriculum/ Interaction Process Analysis/ Microteaching/ Organization/ Preservice Education/ *State Departments of Education/ *State Programs/ Student Teaching/ Teacher Aides/ Teacher Behavior/ *Teacher Education/ Teacher Education Curriculum/ Teacher Evaluation/ Teacher Role

Identifiers: Florida/ Maryland/ Michigan/ MSTEP/ *Multi State Teacher Education Project/ South Carolina/ Utah/ Washington/ West Virginia

ED033063 SP003090

MF & HC

Experimental Pilot Program in Teacher Education. A Proposal.
City Univ. of New York, N.Y. City Coll., School of
Education.

Dec 68 17p.

The problems of relevance and integration of professional and liberal arts studies in inner-city teacher education were the bases of a 1969 pilot project which replaced formal education courses with field experiences and weekly seminars (emphasizing behavioral objectives) and which altered admission and course requirements so that 50 percent of the trainees were Black or Puerto Rican. Field experiences and seminars in the first year were designed to introduce the teacher candidates to inner-city teaching; and they will observe classes, select six pupils with whom they will work closely for the next three years, and serve as teacher aides or tutors. The second year's experiences and seminars were designed to familiarize the teacher candidates with the inner-city community; they will meet the families of their six pupils, have contact with government agencies, and participate in meetings dealing with local educational problems. Third-year students are to be introduced to teaching; they will experiment with diagnostic materials, participate in microteaching, develop a creative exercise with their six pupils, and serve as teaching assistants. Fourth-year activities, designed to provide greater understanding of the teaching process, are to include student teaching, field trips, projects, and seminars. (SP)

Descriptors: *Field Experience Programs/ Negro Teachers/ Puerto Ricans/ Seminars/ *Teacher Education/ *Urban Teaching

ED031453 SP002945

MF & HC

Learning To Teach: Focus on Direct Experiences.

New Jersey State Dept. of Education, Trenton.

69 24p.; Report of the New Jersey Joint Committee on Teacher Education

This booklet contains the report of a 2-year study committee representative of the teaching profession in New Jersey. Part 1 lists and briefly describes "Imperatives for Action," all of which focus on the need for greater statewide cooperation in the provision of student field experiences in working with children and youth. Several types of suggested experiences are described, and recommendations are made regarding the orientation of teacher educators and the initiation of a teacher education newsletter, a state advisory council on teacher education, resource facility centers, and statewide studies in nine problem areas. Part 2 presents guidelines for the sequence of professional laboratory experiences considered essential in the preparation of prospective teachers. Precollege experiences and pre- and poststudent teaching experiences are listed along with student teaching experiences. Part 3 lists guidelines for the functions and

responsibilities of (1) the teacher education institution, (2) the cooperating school systems and community agencies, (3) the principal of the cooperating school or the director of the community agency, (4) the cooperating teacher or community action supervisor, (5) the college director and supervisor of professional laboratory experiences, and (6) the state department of education. (JS)

Descriptors: College School Cooperation/ *Field Experience Programs/ Interagency Cooperation/ *Preservice Education/ School Community Cooperation/ State Departments of Education/ State Programs/ *Student Teaching

Identifiers: *New Jersey

ED029851 SP002691

MF & HC

The Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching.

Edelfelt, Roy A., Ed

Maryland State Dept. of Education, Baltimore.; National Commission on Teacher Education and Professional Standards, Washington, D.C.

69 152p.; Report of conference held October 21-23, 1968, Baltimore, Maryland.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Maryland State Department of Education, State Office Building, 301 West Preston Street, Baltimore, Maryland 21201.

In the introduction to this collection of papers, William Drummond summarizes the national conference proceedings and personal reactions to them. Chapter 1, "The Revolution Explosion," is a talk by Frankie Beth Nelson about the way an anthropologist looks at the school and its purposes. Chapter 2 (SP 002 631), "Student Teaching: The State of the Art," is a paper presented by E. Graham Pogue dealing with such problems as scheduling, facilities, supervision, financing, and learning efficiency in professional laboratory experiences. Chapter 3, "A National Survey of State Practices and Trends in Student Teaching," by Mary Bullock Hess is a summary of a study done in partial fulfillment of the doctoral of education degree. Chapter 5 is a series of 10 short papers on "What I Think Student Teaching Should Become" by Kathleen Amershek, Margaret Ammons, L. O. Andrews, Richard Collier, Margaret Lindsey, Hans Olsen, Robert Reynolds, Donald Sharpe, E. Brooks Smith, and Joe Smith. Chapter 6 (ED 024 655) is a paper by James Stone proposing a structure for a state organization of Education Professions Institutes. A "Coda" by Roy Edelfelt attempts to "pull together in brief form the things which need attention if student teaching is to evolve into a significant practicum experience." (JS)

Descriptors: Educational Innovation/ *Field Experience Programs/ Government Role/ State Departments of Education/ State Programs/ *Student Teaching

ED025488 SP002110

MF & HC

Innovative Ideas in Student Teaching.
Anershek, Kathleen; Barbour, Chandler.
Maryland Univ., College Park, Coll. of Education.
Oct 68 48p.; Presented at Nat. Conf. on "Role of the State
Educational Agency in the Development of Innovative Programs
in Student Teaching," Baltimore.
Sponsoring Agency: Maryland State Dept. of Education,
Baltimore.; National Commission on Teacher Education and
Professional Standards, Washington, D.C.

This is a collection of reports on innovative practices in student teaching programs. The label "innovative" is justified on the basis of the investigation's scope. Identification of innovative student teaching practices was accomplished by contacting chief state school officers, chairmen and members of state commissions on teacher education and professional standards, executive committee members of the Student National Education Association (NEA), Student NEA consultants, authorities in administration and student teaching, officers of national organizations, and all Research and Development Laboratories and Regional Educational Laboratories. Another source was James S. Johnson's "National Survey of Student-Teaching Programs" (SP 001 883). Twenty-eight programs in 17 states are individually described and are evaluated in terms of which attributes (state plan, new position developed, interinstitutional cooperation, integrated professional program, individualization of experience, cross-cultural experience, technology, sensitivity training, or analysis of teaching) seemed most innovative for each program. Also provided are the name, address, and telephone number of the contact person for each program. (SG)

Descriptors: Apprenticeships/ Cross Cultural Training/ Curriculum Design/ Curriculum Development/ *Educational Innovation/ Episode Teaching/ *Field Experience Programs/ Individualized Instruction/ Interinstitutional Cooperation/ Microteaching/ Practicums/ *Program Descriptions/ Sensitivity Training/ Staff Role/ State Programs/ *Student Teaching/ Surveys/ Teacher Education/ *Teacher Education Curriculum/ Teaching Experience/ Team Teaching/ Technology/ Tutorial Programs

Identifiers: California/ Colorado/ Far West Laboratory/ Georgia/ Illinois/ Kansas/ Maine/ Maryland/ Michigan/ Minnesota/ New Jersey/ New York/ Oregon/ Pennsylvania/ Tennessee/ Upper Midwest Regional Educational/ Utah/ Washington/ Wisconsin

ED025473 SP002043

MF & HC

A Functional Approach to Instruction in Elementary Education
Methods Courses.

Anderson, W. G.; Reynolds, Lee F.
68 4p.

In the belief that teacher education can be strengthened by

making it possible for the student to have more actual contact with school children than is usually afforded, an experiment is being conducted at Appalachian State University, Boone, N.C., through the cooperation of the elementary laboratory school and the college of education. Eight junior elementary education majors who volunteered for the program work for three or four hours a day with teachers to whom they are assigned as aides or interns. They perform housekeeping and clerical duties and receive special help as they observe and teach those subjects and activities for which they receive college credit: in the fall quarter handwriting and physical education, in the winter quarter reading and science, in the spring quarter health and arithmetic. Two university professors who direct the program visit each student in the classroom situation and hold weekly seminars with the entire group; specialists in science, reading, mathematics, and health work with them in both observations and seminars. Throughout the same year, students take regularly scheduled courses at the University: foundations in reading, introduction to education, child psychology, music for classroom teachers, educational psychology, and psychology of personality development. They will do fifteen quarter hours of student teaching in their senior year. It is too early to evaluate the program. (JS)

Descriptors: College Supervisors/ Cooperating Teachers/ Cooperative Programs/ *Elementary School Teachers/ *Field Experience Programs/ Laboratory Schools/ *Methods Courses/ *Program Descriptions/ *Teacher Education/ Teaching Experience / Training Laboratories

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